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ABSTRACT

Directions and materials for approximately 200 kindergarten-level safety learning activities, intended to develop the perceptual skills of young pedestrians and to train kindergarten children in safe conduct on the school bus, on bicycles, in an auto, and in the school environment are provided. Concepts and skills are taught through activities from various curriculum areas, including art, dance, dramatization, movement, music, poetry, prereading and science. In addition, ideas are given for bulletin boards, feltboards and field trips. The materials can be used selectively or in sequence. Nearly half of the document consists of lesson materials for developing the perceptual skills of pedestrians, including exercises for gross motor as well as visual and auditory perception. The remaining four safety content areas are more briefly developed. The document also provides (1) pre- and post-tests for a few activities: (2) approximately 40 masters that can be reproduced for classroom use: (3) a cross reference list enabling the teacher to select activities in terms of safety area, integrated subjects, type of activity and/or type of skill taught: (4) a bibliography including films, teacher preparation books and materials, children's books and curriculums and instructional materials: (5) a list of resource persons: and (6) learning activity and safety film evaluation forms. (Author/RH)

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INTERDISCIPLINARY TRAFFIC SAFETY INSTRUCTIONAL SYSTEM

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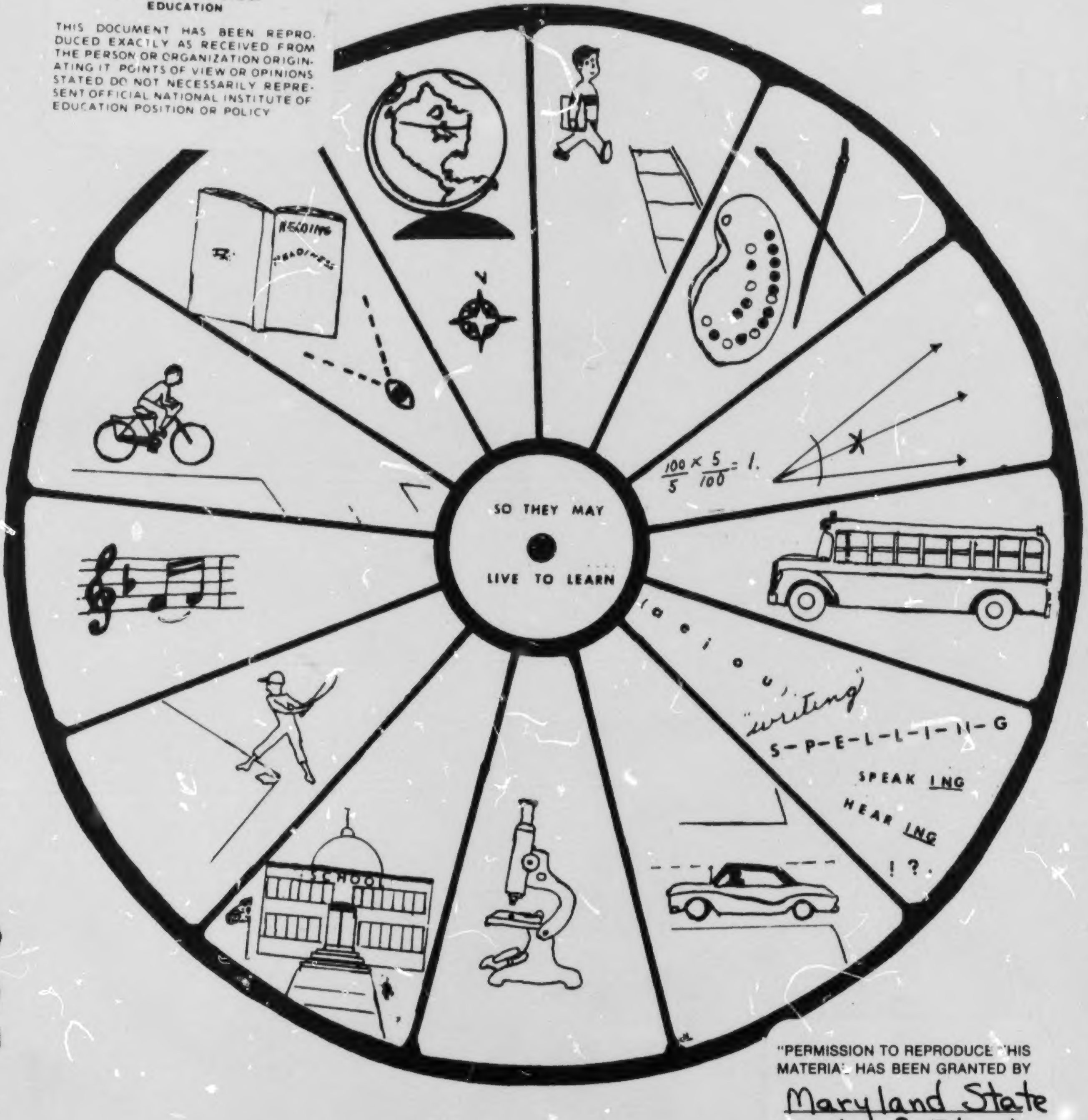
READING READINESS
SO THEY MAY
LIVE TO LEARN
$\frac{100}{5} \times \frac{5}{100} = 1.$
a e i o u
"writing"
S-P-E-L-L-I-N-G
SPEAK ING
HEAR ING
! ? .
SCHOOL

PS012151

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KINDERGARTEN

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SAFETY EDUCATION AND TRANSPORTATION SECTION

MORRIS W. RANNELS, COORDINATOR

PEDESTRIAN PROJECT COORDINATOR

DONALD LAFOND

CURRICULUM SPECIALISTS

BARBARA MARDER
ANICE FAULKNER
JULIENNE HERRMANN

ART WORK

GINNY COLFELT

LAYOUT AND TYPING

SANDY SWICK
JERI OCAMPO

A SPECIAL THANKS TO THE TEACHERS OF THE STATE OF MARYLAND WHO HELPED ESTABLISH THE NEEDS AND DIRECTION OF THIS PROJECT.

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INSTRUCTIONAL TELEVISION

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SPECIALIST IN CURRICULUM DEVELOPMENT

JOHN C. MAITLAND, JR.
SPECIALIST IN CURRICULUM DEVELOPMENT

PRELUDE

This Safety Education Program encompasses the latest methods of the functional, visual perceptual motor approach to learning. It utilizes the disciplines of education, psychology, optometry and other related fields. It takes into account how children learn the concepts and precepts that they must rely on daily, in order to safely and successfully survive in a complex adult-engineered traffic world.

The survival, safety and success of children depends not so much on knowing a set of rules or regulations about safety, but by a systematic process of identifying, predicting, deciding and executing a specific behavior when confronted with a potentially dangerous situation. The child must first identify the hazard, predict what will occur if certain actions are taken or not taken and then, by calling on stored memory of past experiences, correctly decide on an appropriate action. Finally, he must then execute the best action or reaction to successfully manage the encounter. These encounters occur as children attempt to cross intersections, ride in the family auto or on the school bus. They happen in the home as well as the school environment, in the playground, athletic fields and when riding bicycles and motor equipment. This process of identifying, predicting, deciding and executing is largely triggered by visual inputs in order to cerebraly match data with stored memory traces that have been also visually acquired.

Although we receive information from other sense modalities such as hearing, touch, taste and smell, eighty five per cent of the information we have of the world around us is acquired through vision. Vision monitors and verifies the other sense data. We are aware then of the certitude of Arnold Gessell's statement, "Vision is the dominant sense..in order to know the child, we must know his vision."[1] It was Aristotle who said that there is nothing in the mind that didn't come through the senses. Chardin's adage, "To see or to perish",[2] exemplifies the importance of vision for survival. Survival and seeing are closely linked today as was for our progenitors who successfully slew the saber tooth tiger.

Many individuals have made significant contributions toward understanding the role of vision and its relation to the learning process. Some of the most outstanding people are: G. N. Getman*, A. M. Skeffington, George Crow, Harry Foug, Samuel Renshaw, N. C. Kephart, Darell Boyd Harmon, Robert Kraskin, Florence Sutphin, R. C. Orem, Ray C. Wunderlick, and many others. They all emphasize that vision is learned and has a necessary motor component. The latest interpreters of the writings of Jean Piaget * strongly endorse the thrust of education in this direction. We owe a debt to the professionals today who are concerned about learning and how best to arrange conditions for learning to occur. They dared to take a new tact, and follow convictions based upon sound principles.

It behooves us who have classroom and clinical responsibilities to bring the best methods and techniques to our children. We must also be aware of the models of learning and acquire skills of applying them in the classroom with the individual child.

We, in modern functional optometry, find a great sense of satisfaction in seeing our techniques and principles being utilized, for we know the soundness and effectiveness of this approach to the human organism. As Robert Kraskin so strongly urged, "We can, should and must use the principles and tools of the disciplines, but never use the methods of another profession."[3]

*For further identification, see page iv.

Modern optometric visual training has long stressed the fact that visual competency is a trainable skill that has ramifications in all human performance. Consequently, an interdisciplinary approach must be taken to insure maximum autonomy on the part of the developing child. Now more and more teachers are realizing the educational benefit to the child that comes from an interdisciplinary approach. Together we all must grow in the knowledge of how children learn to see, so they can survive safely and successfully in our sophisticated world. We call on you to be aware and alert to opportunities available today to make education the joy it must be if true learning is to take place.

Leonard T. Saltysian
Optometrist

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INTRODUCTION

HOW TO USE THIS PROGRAM

The overall objective of this interdisciplinary instructional system for traffic safety is to provide an effective tool for training the young in the knowledge and skills needed to efficiently cope with the traffic environment. This program presents safety awareness and responsibility as a necessary "Way of Life" and not as a restrictive prescribed list of "Do's" and "Don'ts."

This publication is divided into five safety content areas (See Table of Contents). Materials have been developed to provide sequential learning. An "a la carte" approach to selecting those activities which are specifically relevant to your students is encouraged. However, this publication is also designed to be used in a progressional sequence.

The following are specific characteristics of this instructional program that will assist you in its use:

1. A table of contents based on the concepts for each major safety area is located at the front of each grade level publication. This allows the teacher to choose those safety areas by content based upon the assessed needs of the student.

2. A cross reference is provided in the back of each grade level publication to allow selection of safety content by safety area, integrated subjects, type of activity and type of skill. Within the safety areas you may select lessons in a particular subject area or choose specific skills that are needed for your students, the lessons are further denoted as teacher directed, group or individual activities, see pages 212-227.

3. Special emphasis has been placed on the use of masters for reproduction. Each master has the directions for use on the back of it. Every master is designated by a title, letter and page number. The masters are listed in the cross reference under "Masters for Reproduction," as well as under each integrated subject.

4. A bibliography of films, teacher preparation, books and manuals, children's books and other related instructional material is provided. This listing contains most of the current books and materials that are related to this program. Most of these are available on a short loan basis from the Maryland State Department of Education, Safety and Transportation Phone: 796-8300, ext. 287.

5. An evaluation form is included for you to submit at any time you deem it appropriate, but especially at the conclusion of each school semester. Your evaluation is essential in order to adequately assess the effectiveness of this program for both the teacher and the student. These evaluations will be used as a basis for future revisions.

SAFETY INSTRUCTIONAL SYSTEM EVALUATION

PLEASE BE FRANK AND CONSTRUCTIVE IN COMPLETING THIS EVALUATION. RETURN A COPY OF THIS FORM AT THE END OF EACH SEMESTER (OR MORE OFTEN IF YOU WISH) TO:

MARYLAND STATE DEPARTMENT OF EDUCATION
SAFETY AND TRANSPORTATION
P. O. BOX 8717, FRIENDSHIP INTERNATIONAL AIRPORT
BALTIMORE, MARYLAND 21240

GRADE LEVEL K 1 2 3 4 5 6
(CHECK ONE)

	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT
1. CLEAR AND CONCISE PRESENTATION OF CONCEPTS AND CONTENT FOR THE TEACHER.			
2. CONCEPTS AND ACTIVITIES SUITABLE FOR GRADE LEVEL COMPETENCIES.			
3. FORMAT EASILY FOLLOWED.			
4. ACTIVITIES COMMENSURATE WITH OBJECTIVES.			
5. ACTIVITIES PRACTICAL FOR APPLICATION OF CONTENT.			
6. VISUALS ADEQUATELY COORDINATED WITH LESSONS.			
7. TECHNICAL MATERIAL APPROPRIATE TO STUDENT COMPREHENSION LEVEL AND TEACHER UNDERSTANDING.			
8. INTERDISCIPLINE APPROACH TO ACTIVITIES REALISTIC AND EFFECTIVE.			
9. CROSS REFERENCE SYSTEM EFFECTIVE AND HELPFUL.			
10. BIBLIOGRAPHY AND RESOURCE REFERENCE.			

11. ARE MORE ACTIVITIES NEEDED? ___YES ___NO. IF YES, IN WHAT AREA? ____________________

____

12. PLEASE LIST ANY ACTIVITIES YOU FEEL SHOULD BE EXCLUDED. ____________________

____

13. HOW DO YOU FEEL THIS PUBLICATION IS BEST USED? ___A LA CARTE THROUGHOUT ___AS SUPPORT MATERIAL FOR OTHER SUBJECT AREAS ___AS A SEPARATE COURSE OF STUDY WITHIN THE SCHOOL WEEK ___AS OCCASION PRESENTS ITSELF

14. HOW DO YOU PLAN TO USE THIS PUBLICATION IN THE FUTURE? ___DAILY ___MONTHLY ___ONLY OCCASIONALLY ___NOT AT ALL ___OTHER (SPECIFICY) ____________________

____

PLEASE INDICATE YOUR SUGGESTIONS ON THE REVERSE SIDE OF THIS PAPER IN ANY AREAS WHICH YOU MARKED AS NEEDING IMPROVEMENT. ANY OTHER CRITICISMS OR COMMENTS ARE ALSO APPRECIATED.

SAFETY FILM CRITIQUE FORM
(SEE DIRECTIONS ON BACK)

[illegible]HECK ONE:

☐ BOY

☐ GIRL

NAME: ______________________

CHECK ONE:

	YES	NO	UNDECIDED
1. DID YOU LIKE THIS FILM?	☐	☐	☐
2. DO YOU THINK THIS FILM WAS EFFECTIVE?	☐	☐	☐
3. DO YOU FEEL THE SITUATIONS PRESENTED IN THIS FILM WERE REALISTIC?	☐	☐	☐

4. IF ANSWER TO #3 IS NO, WHICH SITUATIONS WERE UNREALISTIC AND WHY?

____

____

____

[illegible]. DID THIS FILM SUPPLY YOU WITH NEW INFORMATION?	☐	☐	☐
6. COULD YOU IDENTIFY ANYONE IN THIS FILM AS REPRESENTATIVE OF PEOPLE YOU KNOW?	☐	☐	☐
7. WOULD YOU LIKE TO SEE OTHER SUBJECTS USE THIS FILM TECHNIQUE FOR INSTRUCTION?	☐	☐	☐
8. DO YOU THINK VIEWING THIS FILM WILL CAUSE YOU TO CHANGE SOME OF YOUR BEHAVIOR?	☐	☐	☐

9. IF ANSWER TO #8 IS YES, IN WHAT WAY WILL YOU CHANGE YOUR BEHAVIOR?

____

____

10. IF ANSWER TO #8 IS NO, WHY WILL YOU NOT CHANGE YOUR BEHAVIOR?

____

____

IF YOU WISH, PLACE ANY ADDITIONAL COMMENTS ON THE BACK OF THIS SHEET.

SAFETY FILM CRITIQUE FORM

DIRECTIONS

THE FILM CRITIQUE IS DESIGNED TO BE USED WITH THE SAFETY FILMS LISTED IN THE BIBLIOGRAPHY. AFTER THE CRITIQUE HAS BEEN COMPLETED, THE STUDENTS CAN TABULATE THE RESULTS AND REPORT THEM TO THE CLASS. VARIATION: HAVE THE CHILDREN SUGGEST ACTIVITIES AND/OR REPORTS THAT CAN BE MADE FROM INFORMATION GAINED FROM THE CRITIQUE.

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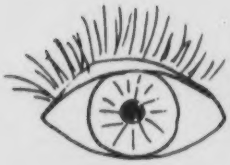
PEDESTRIAN PERCEPTUAL SAFETY ACTIVITIES



UNIT OBJECTIVES:

Through developmental perceptual training activities, the student will be able to acquire the basic perceptual skills necessary to the pedestrian task.

A totally coordinated body is necessary to function efficiently in the complex traffic world.

All senses must be developed and trained to cope with the traffic environment to ensure maximum efficiency.

OBJECTIVE: The student will be able to name and touch his own body parts as outlined in the following activities.

CONCEPT TO BE DEVELOPED: The body is composed of several parts that function separately or in relation to each other, and these body parts have potentials and limitations.

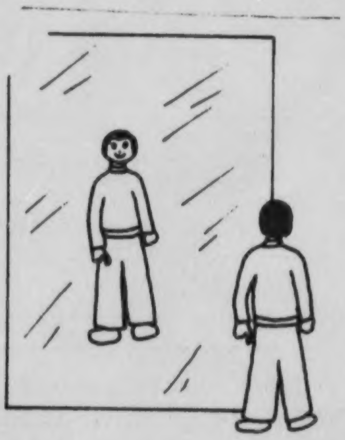
EXPECTED OUTCOMES: Refer to the Post-test for Body Movement to determine the expected outcomes. See pages 12 and 13.

TEACHER INFORMATION

WHAT IS BODY IMAGE? Body image is a child's ability to name, locate, and move using his own body parts. As these skills are perfected, the total body becomes a supporting and contributing action system for comprehension and interpretation of symbols.

TOTAL BODY IMAGE

1. SELF IDENTIFICATION - MIRROR - Have the children point to and name their own major body parts from head to toe in front of a full-length mirror. List the name of the major parts on an experience chart.



2. SELF IMAGE MODEL MAKING - In order for each child to have a model of his own body image, have a child lie on a 3' x 4½' piece of paper with his arms in a position so that the palms are down and are six inches from the body. Have another child trace the outline of the child on the floor. Have each child cut out and color his own form. This will be used as THE MODEL in subsequent activities.

3. BODY IMAGE - FELTBOARD - A felt figure of a child can be made to be used on the feltboard. Use felt pieces to make features. For variation, cut the figure into sections, i.e. head, arms, and legs. Have the children place the pieces together on the felt board to make the "total body image."

4. BODY IMAGE PUZZLE - Ask the children to bring in a picture of themselves that shows the view of their head and shoulders. If they are unable to bring in their own picture, have them bring in pictures from magazines. Mount these pictures on the chalkboard. Draw lines around the eyes, mouth, nose, and other facial parts to form sections. Cut along the lines to form a puzzle. This activity can be used to create the total body image.

THE HEAD

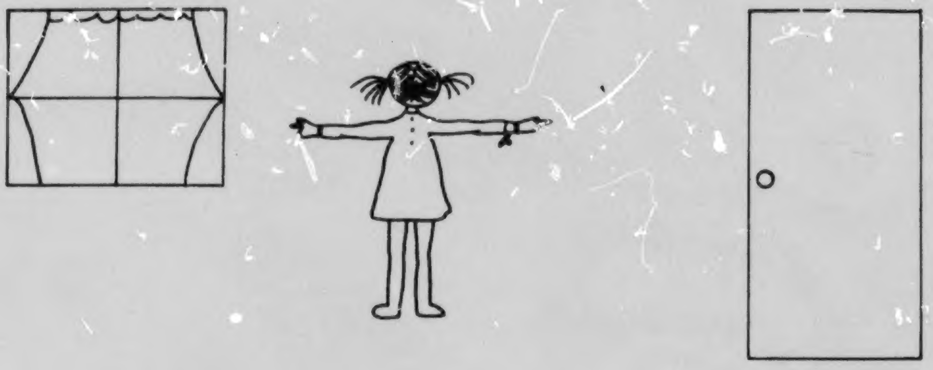
DISCUSSION

a. Where is your head?
b. Touch the head of your own model.
c. Touch the head of the model of your neighbor.
d. Touch your neighbor's head.
e. Look down at your shoes. Did your head move? How did it move?
f. Look up at the ceiling. How did your head move?
g. Can you name other ways your head can move? (Draw forth that the head can move: sideways or in a circular motion.)
h. Direct children to objects in the room. Tell them to touch them with their heads.

THE ARM

TEACHER INFORMATION

OBJECT SIDE CONCEPT - Since the concept of left and right is not taught at this time, do not use right or left directions. Select permanent objects in the room (doors, window, chalkboard, drinking fountain, cupboard, etc.) that appear either on the right side of the room or on the left side of the room and label consistently the body movement with the given object; i.e. door side arm against chalkboard side arm, window side leg against cupboard side leg.



1. ARM IDENTIFICATION - Direct the children to locate the arms on their own model. Have them take their arms and touch various body parts of their own body; for example, arm to leg. Or have the children use their arms to touch various objects in the room.

2. RIGHT ARM - LEFT ARM IDENTIFICATION - Stand with your back to the class. Show the children how to extend (object side) arm and (object side) arm into the air. Repeat.

3. RIGHT ARM - LEFT ARM - Have the children raise the arm that is near the right side of the room identifying it by an object. Repeat this for the opposite side of the room. Have the children discuss and dramatize activities that require the use of one hand and then the other; i.e. swimming. Discuss how both hands can be used simultaneously and dramatize these activities. The self-image MODEL can be used for this activity.

4. ALTERNATING ARMS - Relate to the children that alternating arms requires the use of one arm and then the use of the other arm. Explain to the children that when they do this, they are using the (object side) arm and then the (object side) arm.

COMBINED HEAD AND ARM ACTIVITIES

1. HEAD AND ARM EXERCISE - Direct the children to lie with their backs to the mats, and their hands, palms down, at their sides.

Tell them to slide their arms towards their heads. Have them clap their hands when they reach the top of their heads. Reverse the activity to get back to their original positions.

2. HEAD AND ARM COORDINATION - Have the children lie flat on their mats. Direct them to have their hands straight out from their shoulders with the palms down. Tell the children they are to put the (object side) arm up towards the top of their head. When they do this, they will bring the right arm down and slap it on their side. This can be reversed by bringing the (object side) arm (left) down and slapping it to their side and raising the (object side) arm (right) to the top of their head. This can be varied by having the children turn their heads to the opposite direction of the arm that is raised. As the arm comes down, have them roll their heads in the direction of the arm that is coming down.

THE LEG

1. LEG IDENTIFICATION - Have the children identify the legs on the self-image MODEL. Have them point to their own legs and discuss how they use their legs; i.e., running, walking, and skipping. Direct the children to touch their arms to their legs. Vary this by having them touch their legs to objects in the room.

2. ALTERNATING LEG IDENTIFICATION EXERCISE - Stand with your back to the class, and direct the children to extend one leg outward to the (object side) (left) of the room. Keep the knees straight. Repeat with the (object side) (right) leg.

3. LEG EXERCISE - Direct the children to lie with their backs to the mats, and their feet together. Have them keep their knees straight and slide their legs as far apart as they can. Have them slowly move their legs together.

ALTERNATING ARM AND LEG ACTIVITIES

TEACHER INFORMATION

RIGHT AND LEFT ORIENTATION - It may be necessary to spend several class periods on this activity and/or ones similar to it. For further activities similar to it, refer to page 31 of Developing Learning Readiness, by G. N. Getman, Elmer R. Kane, Marvin R. Halgren, and Gordon W. McKee. Do not get into the identification of right and left body parts until the children have reached a high level of competency in the Alternating Arm and Leg Activity.

ALTERNATING EXERCISE - Have the children slowly raise their right (object side) arm to the top of their heads. As their arm moves upward, at the same time, have them extend their left (object side) leg out to the side. Make sure that the left (object side) arm and right (object side) leg do not move. If the children need additional help, have them work with the arms and legs of the same side, then the opposite sides.

IDENTIFICATION OF RIGHT AND LEFT BODY PARTS AND THEIR CAPABILITIES

TEACHER INFORMATION

Explain to the children that in past activities they have referred to sides of their body by identifying it with objects on one side of the room or another. Now they are ready to learn the names of the sides of their body. In past activities the arm which had been called the (object side) should now be called the RIGHT ARM. The opposite side which has been referred to as the (object side) arm is now called the LEFT SIDE.

1. DISCUSSION - With your back to the class, raise your right arm instructing the children to raise their right arm. Do the same with the left arm. Repeat several times to familiarize the children with the terms RIGHT ARM and LEFT ARM.

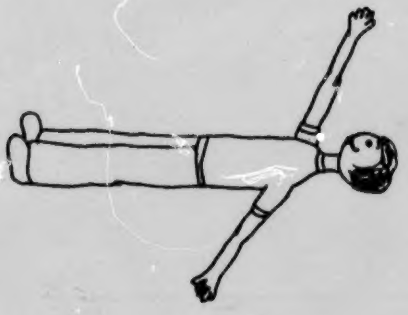
2. RIGHT AND LEFT IDENTIFICATION - To reinforce the knowledge of right and left, have green yarn (or any other color that is available) cut and ready to give to the children to make an arm band to wear on their RIGHT ARM. For a period of at least one week, the children should continue to wear the green arm band to identify their RIGHT ARM. The arm without a band will be known as the LEFT ARM. The use of the arm bands should be discontinued only when the children are proficient in identifying LEFT and RIGHT body parts.

HAND

1. INTRODUCTION - At this time it would be appropriate to introduce the term HAND, identify it, color the hands on the MODEL, and add the word hand to the list of body parts on the experience chart.

2. HANDEDNESS DISCUSSION - Elicit from children tasks they perform with their RIGHT HAND; i.e., eating, writing, or drawing, pulling a wagon, etc. Do the same with tasks performed with the left hand. Mention that some children use different hands for the same kind of tasks. Elicit RIGHT HANDEDNESS and LEFT HANDEDNESS. Identify tasks which require the use of BOTH HANDS.

3. EXPLORING WITH ARMS AND HANDS - Have the children lie with their their backs on their mats and their hands straight out from their shoulders with their palms down on the floor. Have them raise their hands from the floor and extend them in front of themselves and clap their hands together when they meet. After they have clapped their hands together, have them bring their hands back to their original positions. This activity can be varied by having the children raise one of their legs as they clap their hands. Extend this activity by orally naming specific right or left body parts.



4. HOKEY-POKEY SONG AND DANCE - (Children should still have directionality bands on for this activity; i.e. yarn.)

You put your right hand in, you put your right hand out
You put your right hand in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what its all about!

You put your left hand in, you put your left hand out
You put your left hand in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what its all about!

You put your right foot in, you put your right foot out
You put your right foot in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what its all about!

You put your left foot in, you put your left foot out
You put your left foot in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what its all about!

You put your right hip in, you put your right hip out
You put your right hip in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what its all about!

You put your left hip in, you put your left hip out
You put your left hip in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what its all about!

You put your head in, you put your head out
You put your head in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what its all about!

You put your backside in, you put your backside out
You put your backside in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what its all about!

You put your whole self in, you put your whole self out
You put your whole self in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what its all about!

5. ARM EXERCISE - Direct the children to get in a standing position. Have them extend their right arm out from their side and raise the left arm up in the air. Tell them to make circular movements with the left arm. Variations: Circular motions with left arm extended in front of them. Repeat using the opposite arm to perform the tasks.

6. RIGHT AND LEFT HAND DIRECTIONALITY ACTIVITIES - Have the children:

   a. Raise the right arm, leg, etc
   b. Wave their left hand, etc.
   c. Raise the left arm and right leg, or raise the right arm and left leg.
   d. Touch the left leg with their right hand.
   e. Swing the right arm, left arm.
   f. Swing the left leg, right leg.
   g. Swing the right arm and right leg—left arm, left leg.
   h. Swing the right arm and left leg, etc.

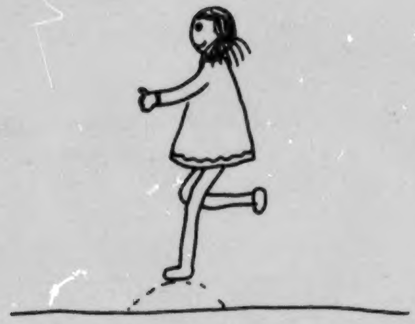
   These exercises can be varied by having the children stand, sit, or lie down.

7. "HEY, I CAN!" (Game) - Have the children sit in a circle. Have one child lead off by saying, "Hey, I can raise my right arm, right arm." As he does this, the other children can respond by saying, "Yes, I can; yes, I can raise my right arm." Children respond by moving the named body part as it is called out. The child who just had a turn may select another child to do another section. Use this activity for as many of the body parts that have been taught during the lesson.

8. LOCATING OBJECTS RIGHT OR LEFT - A child stands with his back to the group so that all see the same scene. He is told to point to various objects, the locations of which are known (i.e. door, window, blackboard, sandbox) using his right hand for an object on his right, and his left hand to point to one on the left.

9. ALTERNATING JUMPING - Direct the children to jump and alternate feet as they do it. Example: Stand on your right foot, jump landing on your left foot.

10. ONE FOOT HOPS - Direct the children to hop on the right foot to a given point and return by hopping on the left foot.



11. ROPE EXERCISE - Direct the children to straddle the rope and alternate feet as they hop over it. After the children have learned left and right, use these words as the children do the exercise.

12. LEFT-RIGHT EXERCISES USING OBJECTS

    a. Place the right foot on the block—elbow, knees, etc. may be used instead of the foot.
    b. Place the right hand on the wall—shoulder, foot, etc. may be used instead of hand.
    c. Throw a ball with the left hand—right hand may be used instead of left hand.
    d. Kick a ball with the right foot—left foot may be used instead of right foot.
    e. Bounce a ball with the right hand—left hand may be used instead of right hand.

NOTE: Objects can be varied in size, weight, shape, and color.

FROM: Mary Leonard, Elementary Specialist, Physical Education, Baltimore City Board of Education.

13. BODY PART DRAMATIZATION GAME - After the children have an understanding of the body and its parts, have them play a game of selecting a body part, pretend to have it do something, and have the others guess what they're doing. Example: A child may move his right arm and pretend to paint. He may say to the class, "My right arm is doing something with colors. What is it doing?" Answer: Painting.

14. TOUCH ME GAME - A child is seated with his back to the group, but he covers his eyes. The teacher or later another child, touches him and he is to reply:

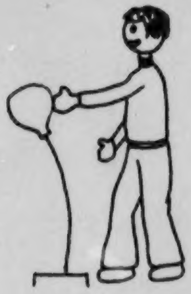
"You touched my head."
"You touched my right hand."
"You touched my left leg."

It sometimes helps if a child remembers that his ring is on his left hand; that his broken tooth is on his right side; etc.

15. WHO IS AT MY SIDE? (Game) - Relative Position—Right and Left, Before and After. Ask a child to stand before the group with his back turned to them. Then ask another child to stand on the left side of the first child, or the right side, etc. The child can also be asked to stand before or after the first child. After familiarity with the game, three children can stand with their backs to the others. The middle child is asked to tell who is standing at his right side or left side, etc. The outside children can be asked to tell where the middle child is in relation to them.

16. THE LINE UP GAME - A row of five or six children stand up, and a designated child names them in order from left to right. It does not occur to many children that the order matters if all are named.

17. PUNCH THE BAG - Use the right hand, the left hand, and then the hand that does the best job.



18. JUMP, REACH, AND GRAB - Jump up; try with one hand to reach a ball that is suspended from the ceiling. Practice using each hand; then use the preferred hand. Children should express right or left hand as they use them.

BODY MOVEMENT

Post-test for Kindergarten
Pre-test for Grade One
Directions--Individually or in small groups, instruct children to perform the tasks listed below. Use check sheet provided to indicate areas where improvement is needed.

Name of Student																								
IDENTIFICATION--TO TOUCH AND NAME THEIR OWN BODY PARTS																								
1. Stomach																								
2. Head																								
3. Eyes																								
4. Nose																								
5. Mouth																								
6. Ears																								
7. Arms																								
8. Hands																								
9. Fingers																								
10. Legs																								
11. Feet																								
12. Toes																								
MOVEMENT SKILLS:																								
1. Crawl																								
2. Walk (sideways, forward & backward																								
3. Hop (forward & backward)																								
4. Jump (sideways, forward & backward)																								
5. Skip (forward & backward)																								
6. Gallop (forward)																								
7. Run (forward & backward)																								
8. Balance																								
9. Catch a ball																								
10. March (forward & backward)																								
11. Tiptoe (forward & backward)																								
12. Stand in front of their chairs																								
13. Stand so that door is behind them																								

BODY MOVEMENT

SPECIFIC MOVEMENT TASKS:																								
1. Can balance on one foot (girls 6-8 seconds)(boys 4-6 seconds)																								
2. Hop a distance of 16 ft.																								
3. To balance on his toes for several seconds																								
4. Assumes adult posture in throwing for distance																								
5. Can walk long distances on tiptoes																								
6. Runs 30 yards in just over 8 seconds or less																								
7. Catches large playground ball bounced to him from 15 ft. away																								
8. Bounces playground ball, using one or two hands																								

24

DOMINANT HAND CHART

The following chart may be used to help determine the dominant hand for each child. As each task is performed, you or a child may record which hand was used to complete the task. The tasks become more complex as the child develops. An obvious pattern should begin developing, indicating which hand is dominant. Paraprofessionals, student teachers, or upper grade students may aid in the testing program.

Place L or R in the box.
L = left hand dominance.
R = right hand dominance.

NAME OF STUDENT																																	
a. Trace a template.																																	
b. Cut out a figure made with a template.																																	
c. Hammer some nails.																																	
d. Pick up and separate small objects. Materials: small different colored beads or other small objects.																																	
e. Jump, reach, and grab a ball with one hand at a time. Materials: ball suspended on a string to which a spring is attached.																																	
f. Eat rasins or cookie crumbs.																																	

DOMINANT HAND CHART
(Con't)

	NAME OF STUDENT																																		
g. Stand with toes next to the chalkboard. Make a chalk mark as high as possible. Which hand reaches the highest?																																			
h. Deal some cards. Which hand deals the most cards in a given time? Materials: playing cards and stop watch.																																			
i. Place an object on a long table. Reach from the end of the table. Which hand reaches farther? Materials: long table and any object.																																			
j. Paint a picture.																																			
k. Yo-yo practice. Use each hand. Have children verbalize left hand and right hand as they use it.																																			
l. Weight lifting - Give oral direction of lifting the weight with one hand. Use the right, left, and then note preferred hand.																																			

OBJECTIVE: Given 12 specific examples of directionality activities, the student should be able to orally, physically or in written form, perform the activity with an 80% degree of accuracy.

CONCEPTS TO BE DEVELOPED:

1. Some things are in front of us; some things are in back of us.
2. Some things are to the right of us; some things are to the left of us.
3. Some things are to the right of each other; some things are to the left of each other.
4. Some things are higher than us; some things are lower than us.
5. Some things are higher than others; some things are lower than others.

TEACHER INFORMATION

Now that the child is familiar with the terms RIGHT and LEFT in relation to his own body, the concept of right and left is extended in the following activities through finger plays, songs, and various physical activities.

1, "WHERE IS THUMBKIN?" (Song) - Repeat the words and hold up the corresponding finger. Music—tune of "Are You Sleeping?"

1. a. WHERE IS THUMBKIN?
   b. WHERE IS THUMBKIN?
   c. HERE I AM. HERE I AM.
   d. HOW ARE YOU THIS MORNING?
   e. VERY WELL, I THANK YOU.
   f. RUN AWAY. RUN AWAY.

2. a. WHERE IS POINTER?
   b. WHERE IS POINTER?
   (Repeat lines c-f.)

3. a. WHERE IS MIDDLEMAN?
   b. WHERE IS MIDDLEMAN?
   (Repeat lines c-f.)

4. a. WHERE IS RINGMAN?
   b. WHERE IS RINGMAN?
   (Repeat lines c-f.)

5. a. WHERE IS PINKY?
   b. WHERE IS PINKY?
   (Repeat lines c-f.)

2. FINGERPLAY - Right and left directionality.

THIS IS MY RIGHT HAND;
RAISE IT UP HIGH.
THIS IS MY LEFT HAND;
I'LL TOUCH THE SKY.
RIGHT HAND, LEFT HAND,
TWIRL THEM AROUND
LEFT HAND, RIGHT HAND,
POUND, POUND, AND POUND.

THIS IS MY RIGHT FOOT;
TAP, TAP, AND TAP.
THIS IS MY LEFT FOOT,
PAT, PAT, AND PAT.
RIGHT FOOT, LEFT FOOT,
RUN, RUN, AND RUN.
LEFT FOOT, RIGHT FOOT,
JUMP-JUMP FOR FUN.

FACE RIGHT, FACE LEFT,
TURN ROUND AND ROUND.
FACE LEFT, FACE RIGHT,
JUMP UP AND DOWN.
RIGHT HAND, LEFT HAND
CLAP, CLAP, AND CLAP.
RIGHT FOOT, LEFT FOOT,
TAP, TAP, AND TAP.

Virginia Lee Maloney
Instructor Golden Book

3. FINGERPLAY - ONE-TWO-THREE-GO, by Norah Smaridge

LOOK TO LEFT
AND LOOK TO RIGHT—
IS THERE ANYTHING IN SIGHT?
BUS OR CAR
OR TRUCK OR VAN?
BICYCLES
OR ICE CREAM MAN?
LEFT IS EMPTY
SO IS RIGHT—
NOT A SINGLE THING IN SIGHT!
EXCEPT A PUP
WHO DOES NOT KNOW
THE SIGN MEANS GO!

4. FINGERPLAY - DIRECTIONALITY

THIS LITTLE LINE

THIS LITTLE LINE IS POINTED TALL AND STRAIGHT—
(Have hand in a fist position with first finger pointed upward.)

MY DOESN'T HE LOOK GREAT!

THIS LITTLE LINE HAS SOMETHING TO SAY,
(Turn fist so that finger is pointing left.)

I THINK HE'S SHOWING US THE WAY.

THIS LITTLE LINE IS GOING DOWN,
(Turn fist so that finger is downward.)

I THINK HE'S LOOKING AT THE GROUND.

THIS LITTLE LINE IS POINTING HIGH,
(Have hand in a position with finger pointed upward.)

MAYBE HE'S SHOWING US THE SKY.

THIS LITTLE LINE IS ON ITS SIDE,
(Turn fist so that finger is pointing right.)

MAYBE HE'S SHOWING US WHERE THE CAR IS TAKING A RIDE.

THIS LINE IS SHOWING WHERE THINGS DO FALL,
(Turn fist so that finger is downward.)

IS IT POINTING TO A ROLLING BALL?

UP, ON ITS SIDE OR DOWN, MANY DIFFERENT LINES ARE FOUND.
(Return hand to upward position when the word up is spoken; return hand to sideward position when indicated, and to the down position when indicated.)

After the children have learned to do this with one hand, they can add the other and do it together.

5. SONG - Tune--"Farmer in the Dell"

HE SHOOK MY RIGHT HAND, OH!
(Hold out right hand.)

HE SHOOK MY LEFT HAND, OH!
(Hold out left hand.)

HE SHOOK MY RIGHT HAND, THEN MY LEFT.
(Hold out right hand, then left hand.)

AND NOW I LIKE HIM SO.
(Shake both hands.)

SHE TAPPED MY LEFT FOOT, OH!
(Hold out left foot.)

SHE TAPPED MY RIGHT FOOT, OH!
(Hold out right foot.)

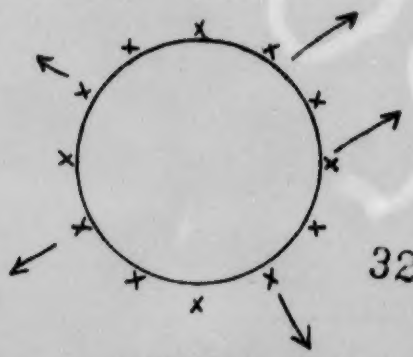
SHE TAPPED MY RIGHT FOOT AND MY LEFT.
(Touch right foot, then left.)

AND NOW ITS OFF I GO!

CULMINATING ACTIVITIES

USE OF TOTAL BODY IN RELATION TO RIGHT AND LEFT DIRECTIONALITY

1. SYMMETRICAL ACTIVITIES - Divide the class into two equal sides. Using a long clothesline rope (about 30 feet) have the children grab hold of the rope and pull tug-o-war fashion. Then tie the rope ends together and make a circle. Have the children stand in a circle around the rope. Have the children pick up the rope and on a given signal each child is to pull. Do not sustain the pulling any longer than 10 seconds in either activity. Pull forward, back, and verbalize. Pull left, right, and verbalize.



2. **FOLLOWING DIRECTIONS** - Arrange obstacle courses to develop the concepts of right, left, up, down, under, over, etc. For example:

   a. Jump over the rope.
   b. Crawl under the rope.
   c. Go between two chairs.
   d. Go to the left of the traffic cone.

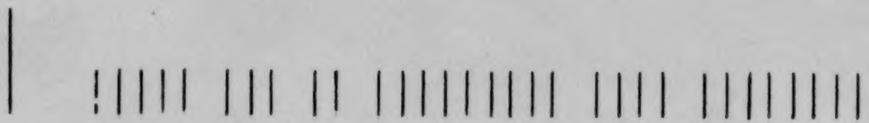
3. **ROCKING HORSE** - Put one foot in front of the other. Rock back and forth. Keep the feet stationary.

4. **WHAT'S UP FRONT?** What is in front of you in the room? The children point to the front and back of their bodies. Ask children to look in front of them and tell what they see. Ask children to glance behind them. Ask them what is in back of them. Elicit: Some things are in front of us; some things are in back of us.

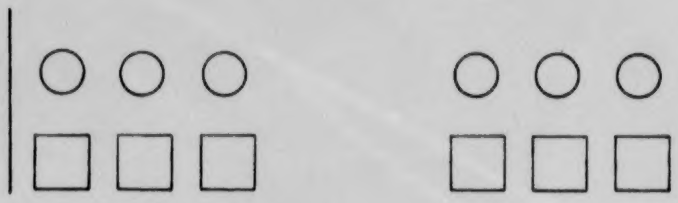
5. **WHERE AM I?** In a classroom situation, have the children position themselves to objects; for example, in front of the door. To vary the activity, have the children stand anywhere they would like in the room. Have another child name an object in the room, and the child who is standing must give the location of the object in relation to his position. For example, a child may say the teacher's desk is behind him. Present situations where the following phrases would apply:

   a. In front of
   b. Behind of
   c. To the right of
   d. To the left of
   e. On
   f. Turn to the right of
   g. Turn to the left of
   h. Walk backwards from
   i. Walk forward from
   j. Walk around
   k. Face

6. **LINE GAME** - Give the children sheets of paper with vertical lines arranged in groups of varying number. Ask them to start at the margin (at the left) and draw a horizontal line through the center of each cluster of lines, making sure their lines do not extend beyond the outside vertical lines. In illustrating the method, always work from left to right. To stimulate the group, the tasks may occasionally be timed.



7. DOT AND CIRCLE GAME (To develop left-right direction) - Give the children sheets of paper that have clusters of circles, squares, or other shaped objects drawn to the right of the margin. Direct the children to always start at the margin and put a dot in each circle (or in each square). Varied directions may be given: dots can be put in squares, crosses in rectangles, etc.

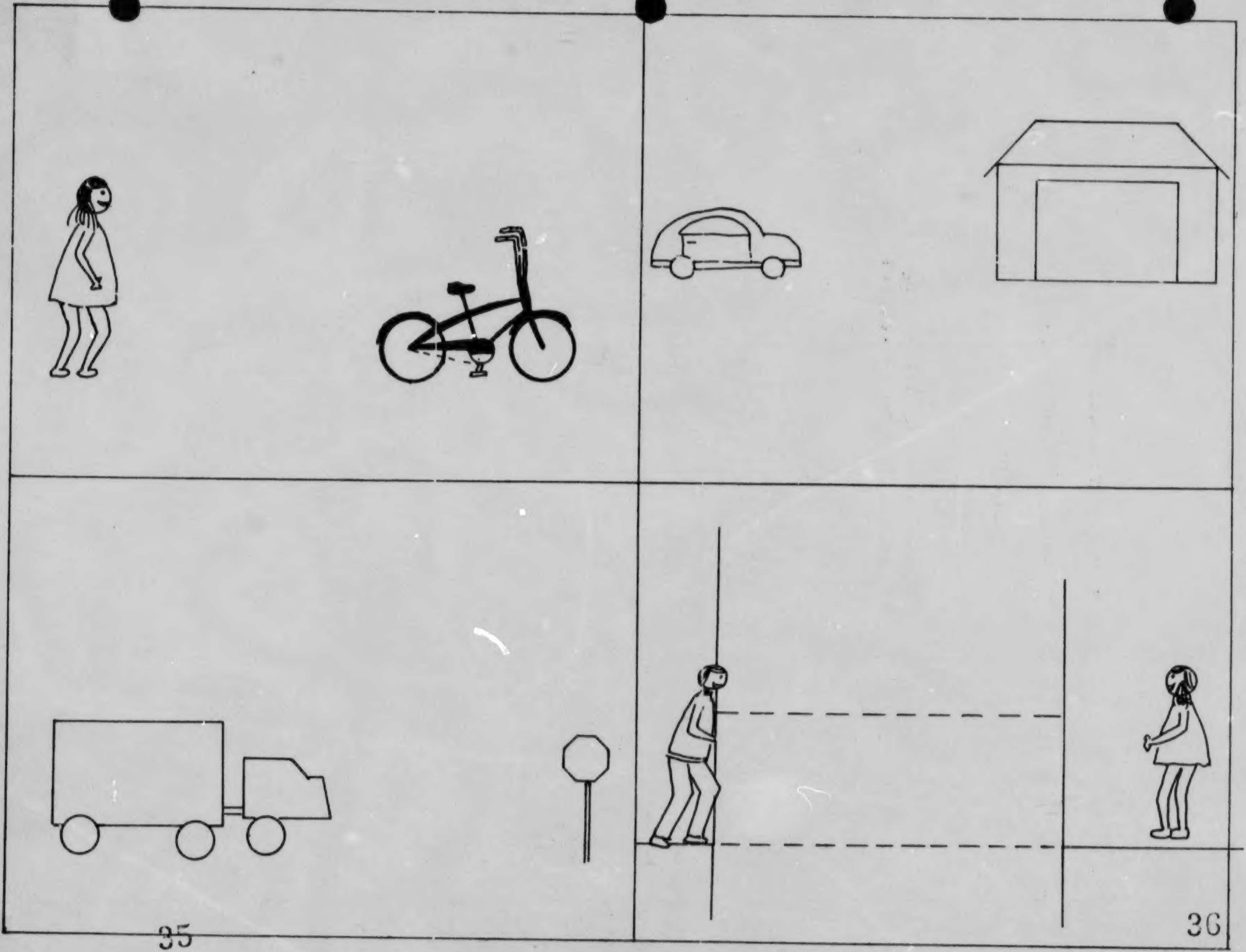


8. MASTERS FOR REPRODUCTION

A - Left to Right Directionality

B - Above and Below Directionality

LEFT TO RIGHT DIRECTIONALITY



A

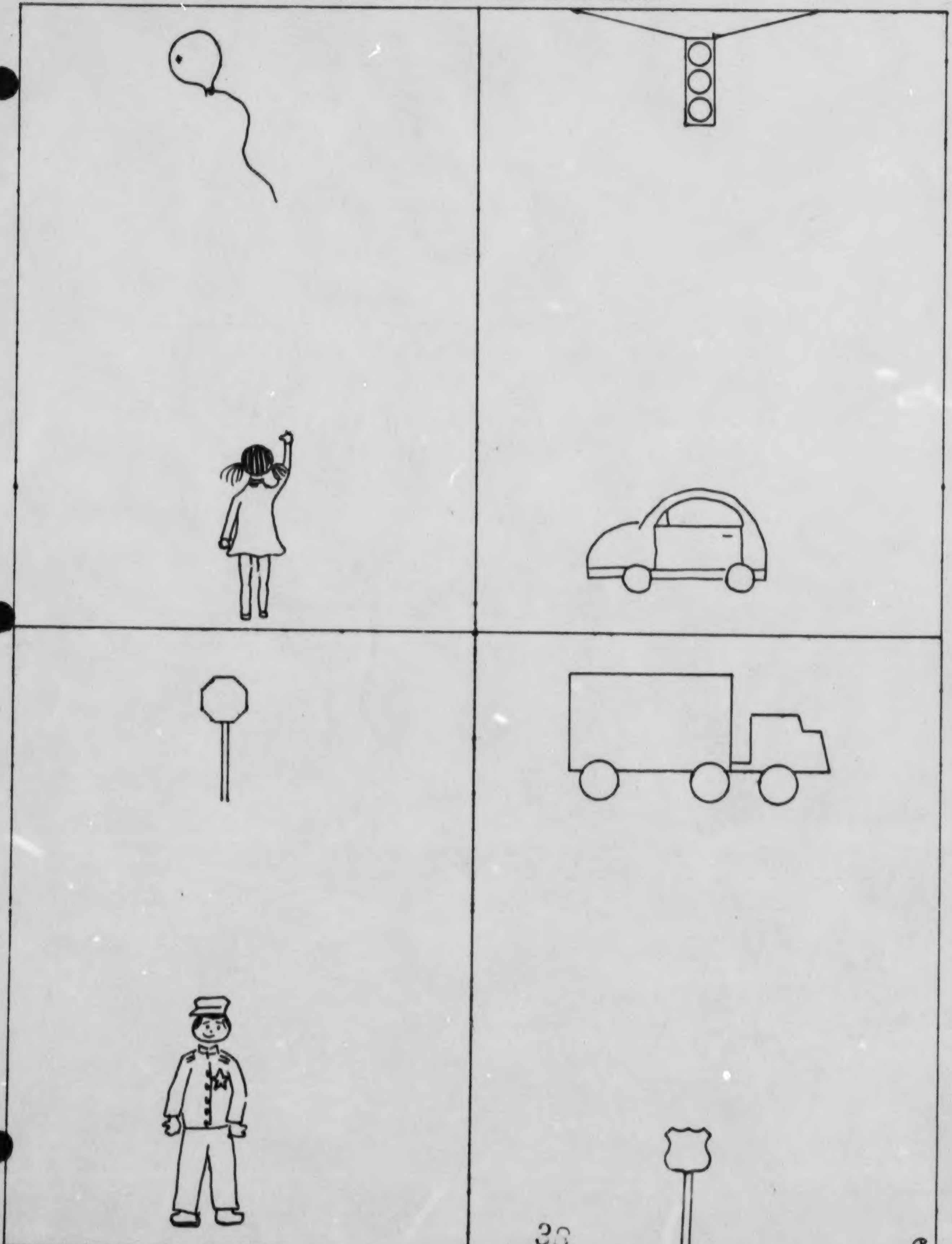
MASTER FOR REPRODUCTION A

LEFT TO RIGHT DIRECTIONALITY

DIRECTIONS

Have students draw a straight line going from the object on the left to the object on the right.

ABOVE AND BELOW DIRECTIONALITY



MASTER FOR REPRODUCTION B

ABOVE AND BELOW DIRECTIONALITY

DIRECTIONS

1. Draw a line from the balloon down to the girl's hand.
2. Draw a line from the front of the car up to the traffic signal light.
3. Draw a line from the policeman's hand up to the stop sign.
4. Draw a line from the back of the truck down to the highway sign.

DIRECTIONALITY

Post-test for Kindergarten
Pre-test for Grade One

Instruct children to perform the tasks below indivi ually or in small groups. Use check sheet provided to indicate areas where improvement is needed.

RIGHT AND LEFT DIRECTIONALITY ACTIVITIES	Name of Student																											
1. Hop to the right																												
2. Hop to the left																												
3. Look to the left side of body																												
4. Look to the right side of body																												
5. Point to the right side of your head																												
6. Point to the left side of your head																												
7. Point to your right foot																												
8. Point to your left foot																												
9. Touch your right shoulder																												
10. Raise the right arm, shoulder, leg, etc.																												
11. Bend the left knee, elbow, hand, etc.																												
12. Raise the left arm & right leg, or raise right arm & left leg																												
13. Touch the left ankle, ear, ankle, foot, etc.																												
14. Swing the right arm, left arm																												
15. Swing the left leg, right leg																												
16. Run to the right																												
17. Run to the left																												
18. Tiptoe to the right																												
19. Tiptoe to the left																												

DIRECTIONALITY

	Name of Student																									
20. Touch left shoulder with left hand; right ear with left hand, etc.																										
21. Swing the right arm and left leg, etc.																										
22. Swing right arm and right leg--left arm, left leg.																										

COMMENTS:

OBJECTIVE: The student will be able to use two or more body parts at the same time in at least two different combinations.

CONCEPT TO BE DEVELOPED: The individual parts of our body must be trained to function simultaneously in order for our body to function in a coordinated and agile manner.

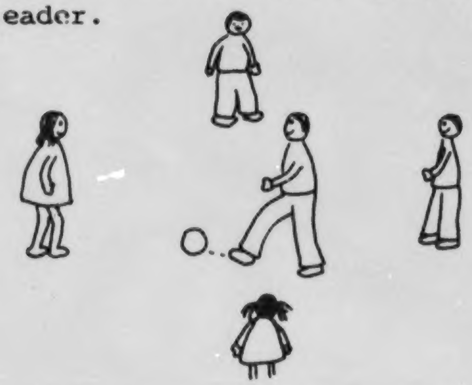
EXPECTED COMPENTENCIES: Perform activities that involve the use of one hand and one foot at the same time and both feet at the same time.

TEACHER INFORMATION

MOVEMENT BEHAVIOR - During the ages of five through ten, the child has acquired many skills and is now able to make more exact movement patterns. Therefore, the emphasis is on basic activities so that a smooth progression is made into movement behaviors that become socially desirable at a later stage.

1. BALL ROLL - Have the children roll the ball with the right hand, then with their left hand to a partner.
2. THROWING A BALL - Have the children throw a ball to a partner or into a trash can.
3. BALL THROWING POSITIONS - Give the child a ball that he can hold with one hand. Have him throw the ball to another student overhanded and underhanded. Have the children practice throwing a ball from one hand to the other by themselves.
4. BALL BOUNCE - Have the children use alternating hands to bounce a ball in front of them.
5. BALL CONTROL -- Have the children form lines. Have them pass the ball over the head of the first person and between the legs of the next. Continue to alternate all the way to the end of the line. This can be made into a relay.

6. KICKING THE BALL - Have the children stand in a straight line or a circle and pretend to kick at an object. This can be varied by alternating feet, kicking backward, and kicking sideward. Have the children form a circle. Select one child to be in the center and kick a ball to a classmate in the outside circle. The child to whom the ball is kicked then kicks it back to the center. The leader in the center continues kicking the ball to other children in the circle. Change leaders in the center to give all children a chance to be the leader.



7. HOPSCOTCH - Various hopscotch games can be used to develop coordination. (Refer to the diagram on page 31) Use different variations of hopscotch. For example, the regular diagram for hopscotch may be used. Place numbers in the spaces. Draw circles in a nearby space. The numbers that the child jumps on may be placed in the nearby space. After the game has been completed, the numbers can be added. Two areas may be used for team competition. The number line can be substituted in place of the hopscotch.

8. SHADOW CATCH - Have each child try to step on his own shadow or try to catch someone else's shadow with his feet.

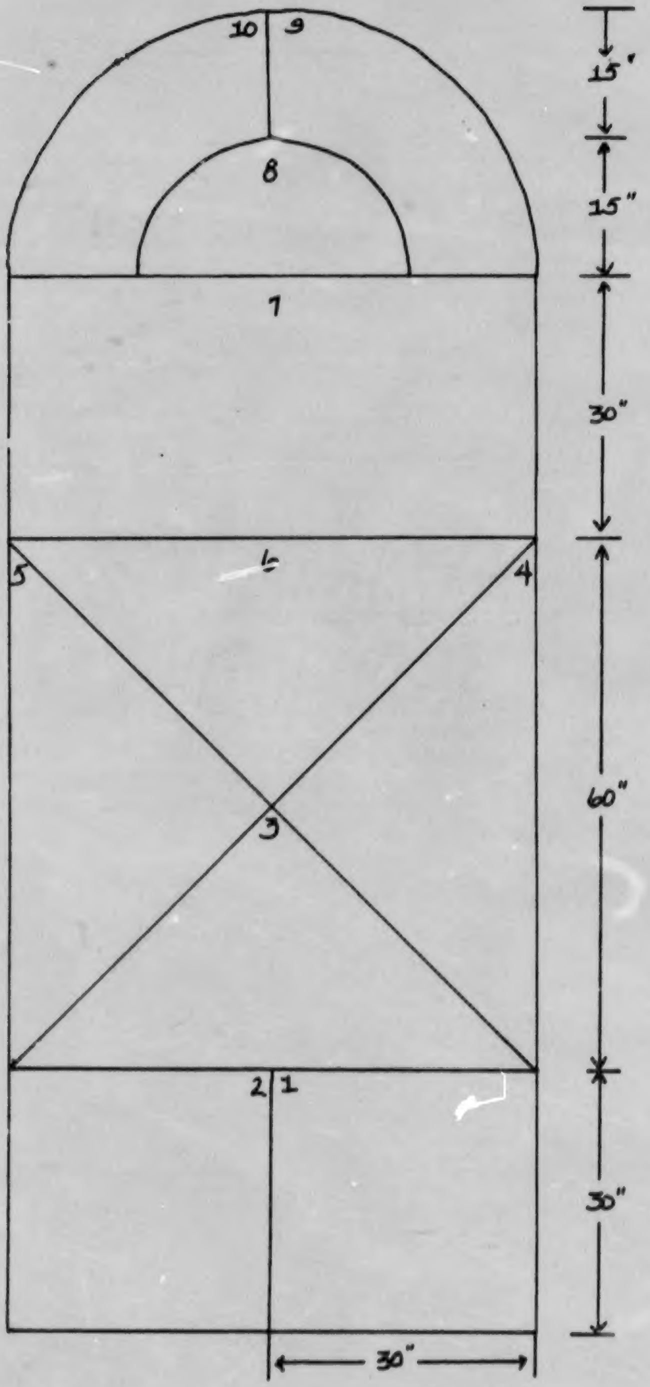
9. BALL JUMP - Fasten a ball to a string about 18" long. Attach the other end of the string to one foot. Have the children swing the ball in a circle with this foot, and jump over the ball with the other foot.

10. SCOOTER BOARD RELAY - Have the children kneel on the scooter boards. Direct them to use their hands to push themselves to a predetermined point in the room.

11. MOVING TO MUSIC - Play various tunes on the piano, play a record, or beat a rhythm on a drum. Direct the children to creep to the beat of the music. The children's left arm should be teamed with their right leg and their right arm teamed with their left leg.

12. OBSTACLE COURSE - Have the room set up so the child must go under tables, around chairs, over boxes, along strings or narrow boards, between markers, on blocks, up and down steps,

REGULATION HOP SCOTCH COURT


10
9
8
7
6
5
4
3
2
1
15"
15"
30"
60"
30"
30"

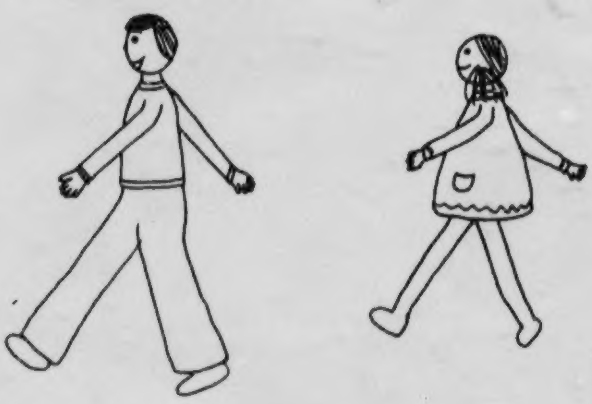
44

Each line should be 2 inches wide.

forward, sideways and backward. This can be varied by having the child follow hand and knee shaped cut outs along a course. Also have knee high obstacles so that they will have to step over them, and have them squeeze through a small passage or opening without touching it. Repeat the activity with children walking.

13. MIMICRY ACTIVITIES

a. TOY SOLDIER WALK - Children pretend to be a toy soldier. Direct them to stiffen their legs and arms. Tell them to walk around the room keeping their arms and legs stiff. They could keep their hands to their sides or vary it by swinging them up and down. Have children imitate trains, cars, dolls, etc.



b. ANIMAL WALK - Have the children pretend to be animals. Have them select an animal and discuss how it moves. Direct the children to make movements that are similar.

c. ELEPHANTS - Direct the children to bend their knees and place their feet wide apart. Have them put the palms of their hands together in front of them, and their heads down. Tell them to sway their hands like a trunk and alternate lifting their feet into the air.

d. MONKEYS - Direct the children to bend their knees while they keep their heads and trunks erect. Have them use both feet to hop forward. They can use their hands to help them to keep their balance.

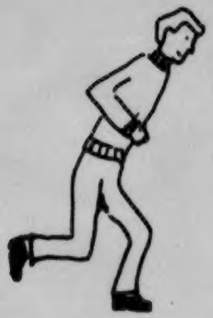
e. KANGAROOS - Direct the children to stand with their hands to their sides, and their feet together. Instruct them to hop forward with both feet together. As they do this, they swing their hands forward to help them keep their balance.

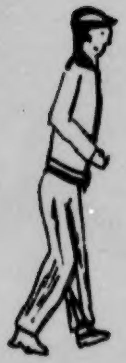
14. MASTERS FOR REPRODUCTION

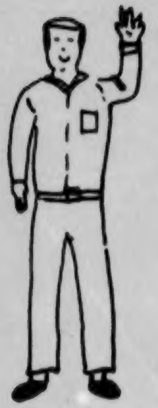
C - Hand Discrimination

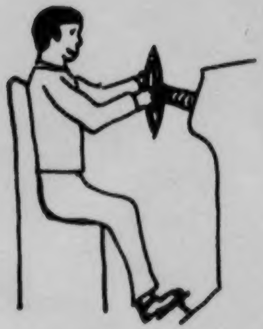
D - Foot Discrimination

46









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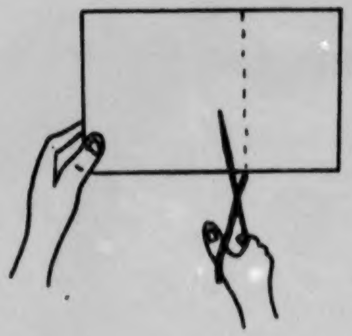
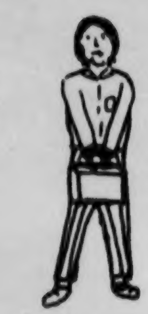




48 C

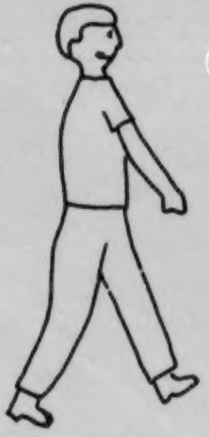
MASTER FOR REPRODUCTION C

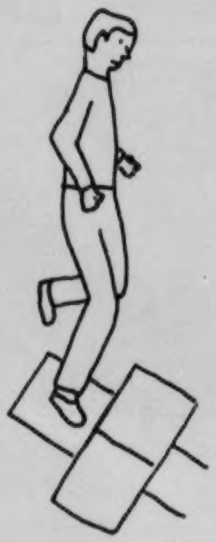
HAND DISCRIMINATION

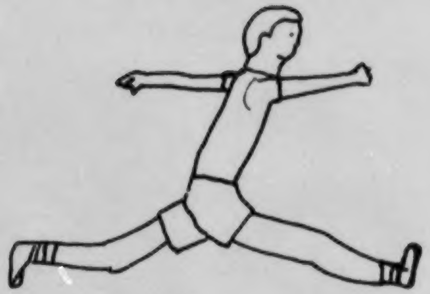
DIRECTIONS

Place an X on the person using only one hand.

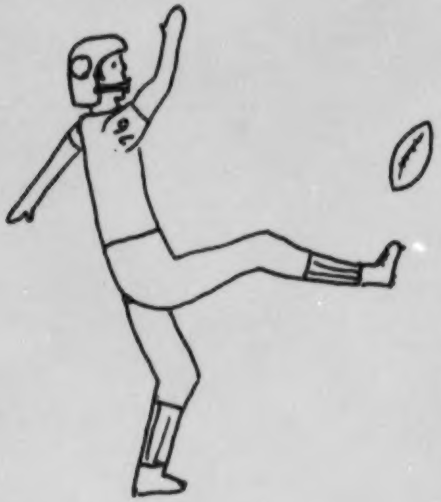
(Answer - man holding hand up.)







FOOT DISCRIMINATION



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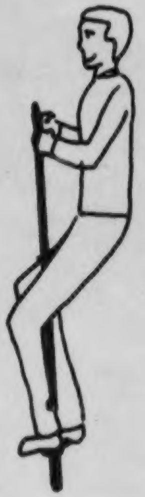
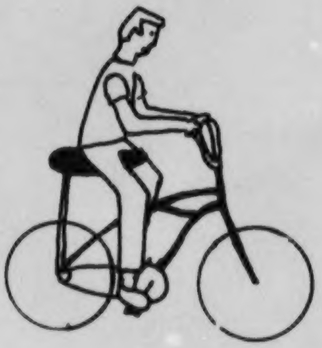




51

D

MASTER FOR REPRODUCTION D

FOOT DISCRIMINATION

DIRECTIONS

Place an X on the person using only one foot.

(Answer - Boy playing hopscotch.)

OBJECTIVE: The student will be able to execute the following series of activities without falling down.

CONCEPTS TO BE DEVELOPED:

1. Efficient movement is necessary to adequately cope with one's environment.

2. A child must be able to adjust his movements to a moving environment.

EXPECTED COMPETENCIES:

1. Walking in a straight line on a flat surface.

2. Performing various activities on a balance beam for balance and coordination.

TEACHER INFORMATION

Balance beam activities will help the children to know the relationship of body parts and to be able to apply this knowledge to the complete body image and its relationship to the environment.

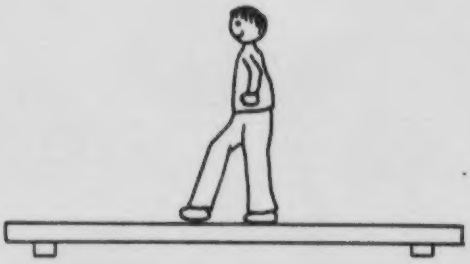
1. WALKING THE LINE - Direct the children to walk from one side of the room to the other. Emphasize that they should stay in a straight line.

2. LINE AND BALANCE BEAM VARIATIONS - Use masking tape on the floor if balance beam is not available.

   a. Always use the same foot in front and always use the same foot in the back.
   b. Clasp their hands behind their backs.
   c. Fold their arms on their chests.
   d. Close their eyes.
   e. Walk forward on fours.
   f. Walk backward on fours.
   g. Walk to the center, balance on one foot, count to 2, 3, 4, or 5 (depending upon ability) and then walk backward to place.

i. Walk and then kneel at center and walk to other end.
j. Walk forward or backward with their hands to one side of their hips.

As the children become proficient, they can do some of these exercises with their eyes closed.



OBJECTIVE: The student will be able to demonstrate fast and slow body movement with his own body and to orally identify fast and slow movement.

CONCEPTS TO BE DEVELOPED:

1. Children should be aware that they move.
2. Children should be aware that some objects move.

EXPECTED OUTCOMES: The ability to determine which objects are moving fast and which are moving slowly and that objects which move fast cover distance more quickly than those moving slowly.

DRAMATIZATION OF VARYING SPEEDS THROUGH BODY MOVEMENT

1. FLOWERS -
   a. GROWING - Discuss with the children how a flower slowly grows. Have them stoop down and put their arms around their knees and slowly stand up and stretch their hands into the air.

   b. BLOWING - Have the children bend over and stretch their hands out in front of themselves. Tell them that they're going to be flowers blowing in a breeze. Tell them that the breeze has suddenly turned into a wind storm and that they must show the change with their bodies.

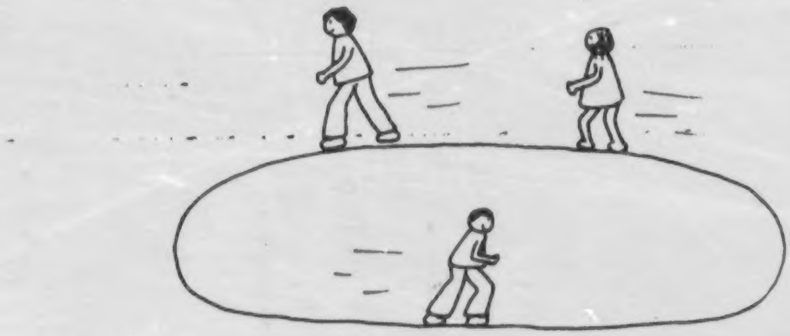
2. LEG ROLL - Have the children lie on mats on the floor and place their hands to their sides. They should pretend to be logs rolling down a hill. Then tell them that they're going to be logs rolling down a higher mountain and that they will be moving faster.

3. MOVING CARS - Have the children make their hands into fists, and place them near their chests, and slowly move them outward. This represents a car moving slowly. Then tell them that they're going to be cars moving quickly, and they should move their fists as fast as they can from their chests outward.

4. DRAMATIZATIONS - Have the children discuss how things move after they've become tired and dramatize the following. (Elicit how their body feels as compared to other items.)

   a. Carrying a heavy load.
   b. Swimming to shore after a long distance.
   c. Dragging a heavy object.
   d. Walking slowly on a slippery, icy walk.
   e. Getting up in a sleepy mood.

5. CIRCLE RUN - Use a circle that has been painted or taped to the floor with masking tape. Have the children walk and then run around it. Discuss what happens to their body when they gain speed. Elicit: We have less control of our body when we move rapidly.



OBJECTIVE: Students must be able to accomplish 80% of the skill competencies listed below.

CONCEPTS TO BE DEVELOPED: Vision is directly related to small muscle coordination.

EXPECTED OUTCOMES:

1. Children should be able to coordinate the eye to hand movements in concrete situations and abstract situations. Example: to be able to correlate the eye to hand movements in various situations that are presented in physical activities or on paper.
2. To have the hand work in relation to the eye in activities that use eye-hand using small muscle control such as cutting with scissors.
3. Children should be able to reproduce through different medias difficult patterns of lines such as completion of bead patterns, puzzles, etc.
4. Children should be able to reproduce patterns that consist of 3-4-5 variables.
5. Children should have an awareness of the one-to-one relationship of objects. Example: matching objects on the left to objects on the right.

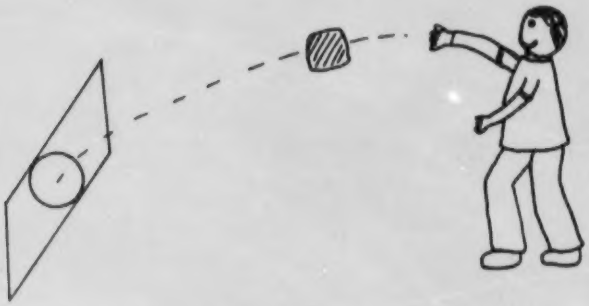
GROSS PSYCHO-MOTOR SKILLS

BEAN BAG ACTIVITIES

1. Place a six foot piece of masking tape on the floor. Have the children take turns standing at one end of the tape throwing a bean bag into the air. Have them try to make it land on the tape or as near to it as possible. Have the children discuss which bag is the closest and which is the furtherest away.

2. Place several bean bags on the line and one that is off the line. Have a child stand at the end of the line and tell which bean bag is not in line with the others.

3. Have the children throw bean bags through an object such as a heavy piece of cardboard that has had circles cut out large enough for a bean bag to get through.



4. Have the children throw bean bags into objects such as a box or a waste basket.

5. Direct a child to stand with his right foot forward, right hand extended. Have him use a scooping motion to catch the bag as it is thrown by you. Repeat for the left side.

6. Have the children stand in a circle. You or a student can throw the bag into the air and call a child's name, and the child whose name is called must catch it before it touches the floor.

7. Children can practice throwing bean bags or balls to each other. Encourage them to throw overhand, underhand, high, low or to one side.

8. Have the children throw the ball into the air and clap their hands one at a time before catching the ball.

9. Group the children into pairs. Have them bounce the ball to each other. Make the distance between them short at first and greater as the skill develops.

FINE PSYCHO-MOTOR SKILLS

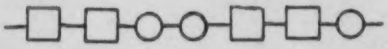
1, EYE-HAND COORDINATION PRACTICE SKILLS

a. Cutting on a solid or dotted line.

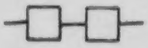
b. Using a newspaper or magazine to cut out pictures.
c. Staying inside a given area when coloring.
d. Weaving using over and under process.
e. Following guides; i.e., lines for stitchery.
f. Tracing on a line--stenciling.
g. Lacing.
h. Tying shoe laces.
i. Placing pegs in pegboard.
j. Holding nail to be hammered.
k. Folding paper.

2. BEAD PATTERN - Draw a bead pattern on a piece of paper and have the children reproduce it. These simple patterns could develop into more complex patterns. If children have difficulty with this exercise, have them do patterns with blocks that are in the classroom.

SAMPLE:

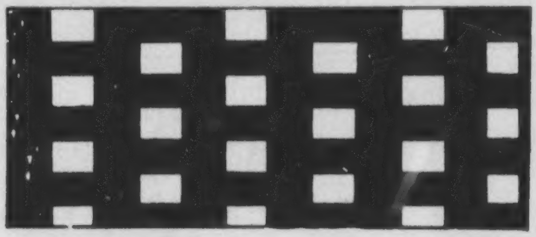


TO BE COMPLETED:



3. PUZZLES - Have the children work with the classroom puzzles.

4. PAPER WEAVING - Use a piece of 8" X 12" colored construction paper. Take the left side of the paper and match the corners of it to the right side of the paper and fold. Along the fold, cut slashes that are 3/4" apart and stop 1" from the edge of the paper. Open the slashed piece of construction paper, and have the children weave ½" strips of construction paper in and out of the slashed sections.



5. ONE-TO-ONE RELATIONSHIP - On a ditto or at the chalkboard, introduce the one-to-one relationship with shapes. Tell the children that for every object that is on the left, there should be one to the right that is like it. Direct the children to draw the line from the object on the left to the object

on the right. Objects that could be used to vary the dittos could be cars, signs, trucks or a mixture of them.

TEMPLATE ACTIVITIES

1. Introduction

   Tell the children to use one hand to hold the template on the board in front of their faces. Direct them to draw the shape clockwise within the edge of their face with a piece of chalk. Show them how to follow the movement of their hand with their eyes. Encourage them to do this as they move their entire hand while they make movements. Direct the children to change hands and go in the opposite direction. See template patterns:

   E - Circle, ○

   F - Triangle, △ Masters for Reproduction E, F, G

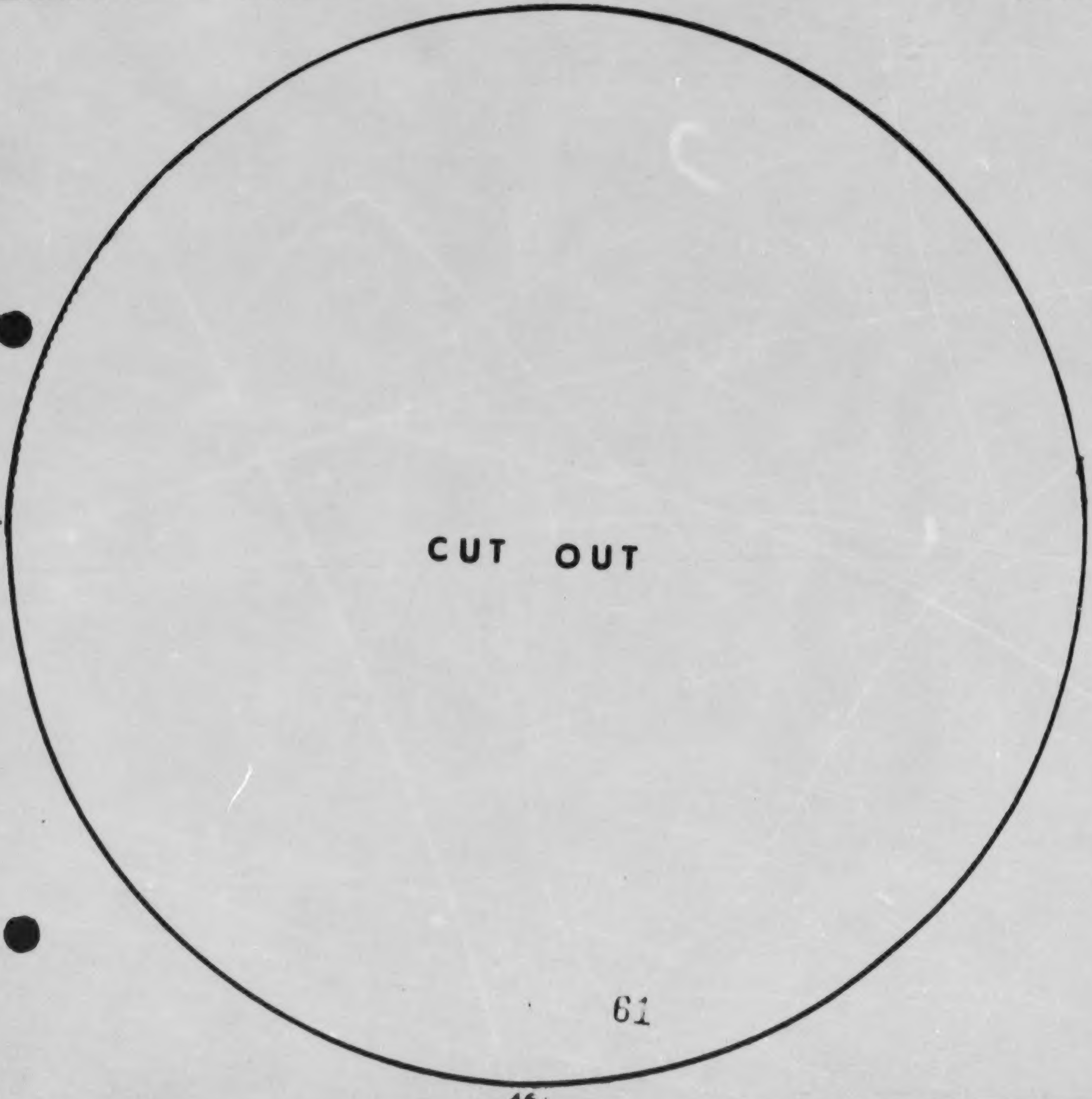
   G - Square, □

2. After the children have become familiar with the template, have them pick it up and place it elsewhere and repeat exercise 1. Tell the children to overlap some of the circles onto others, or compile them into shapes.

3. Repeat exercise 1 on 12" X 18" pieces of manila paper without the aid of a template. Have the children draw various sizes of circles, cut them out, and paste them in different designs on another piece of paper.

4. Direct the children to face the chalkboard and touch the chalkboard with their noses. Mark the spot with an X. Have them look at the X and take a piece of chalk between their fingers and their thumbs. Do this for either hand. Tell them that they are going to raise their hands even to the tops of their shoulders and touch the pieces of chalk on the chalkboard. Have them pretend that the chalk is an object that makes movement, i.e., bicycle, car, and that object is going to go around in a circle. Point out to the children that each object is going round its own path. The paths are to be side by side, but will not cross or touch each other. Have them keep the objects at the same speed, so that they will start and stop at the same time. After they have gone around the circle ten times, have them stop and discuss the results. They can make the movements in opposite directions. Vary the activity by making horizontal or vertical lines. When they make vertical lines, have them draw five more lines outside these lines. Lines can be drawn from the bottom up and horizontal lines can be drawn through the middle of the lines.

CIRCLE TEMPLATE



MASTER FOR REPRODUCTION E

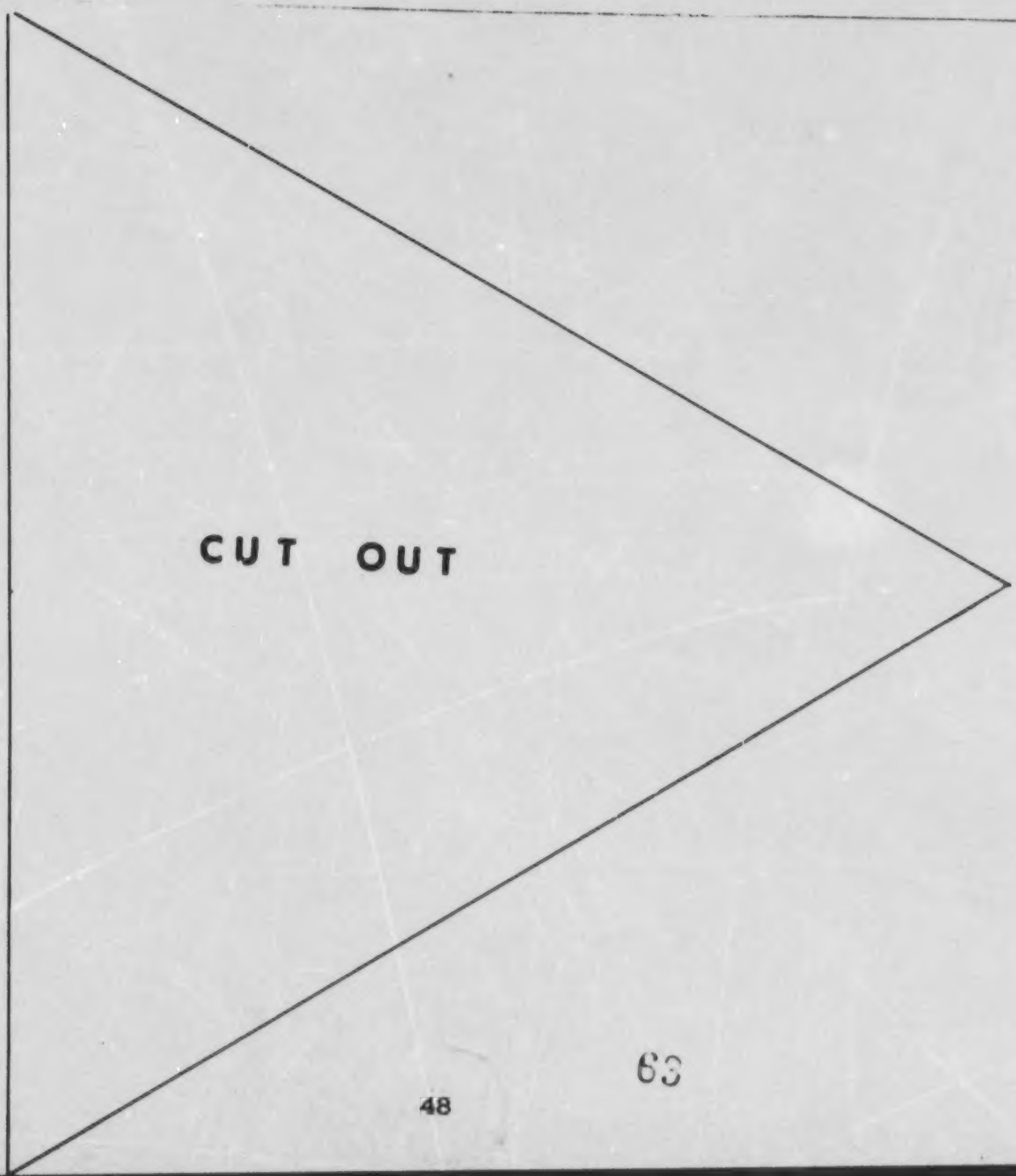
CIRCLE TEMPLATE

DIRECTIONS

For left handed children, reverse from right to left using back of template.

F

TRIANGLE TEMPLATE



MASTER FOR REPRODUCTION F

TRIANGLE TEMPLATE

DIRECTIONS

Make Template out of stiff cardboard or masonite. To change direction of diagram, reverse (top to bottom) Template. For left handed children, reverse from right to left using back of Template.

SQUARE TEMPLATE

CUT OUT

65

MASTER FOR REPRODUCTION G

SQUARE TEMPLATE

DIRECTIONS

For left handed children, reverse from right to left using back of template.

5. DOT TO DOT STORY FOR CHALKBOARD USE - Have a child pretend to be an object going from place to place. Each time the object lands, place an X on that spot on the chalkboard. Another child can try to catch the object by drawing lines from dot to dot without taking the chalk off the board. This can be continued until the child who is chasing catches up with the one who is making the X's on the board.

6. MASTERS FOR REPRODUCTION

H - Draw a Straight Line on a Curved Path

I - Draw a Line in the Center of a Curved Path

J - Draw a Straight Line Above and Below a Stationary Object

K - Connect the Dots

L - Connect the Lines

M - Connect the Dots and Lines

N - Place Dots in the Center of the Circles

O - Draw a Line Between the Lines

P - Place Dots in the Center of Squares

Q - Connect the Dots—Shapes

R - Connect the Dots—Numbers - 1-4

S - Connect the Dots—Numbers - 5-8

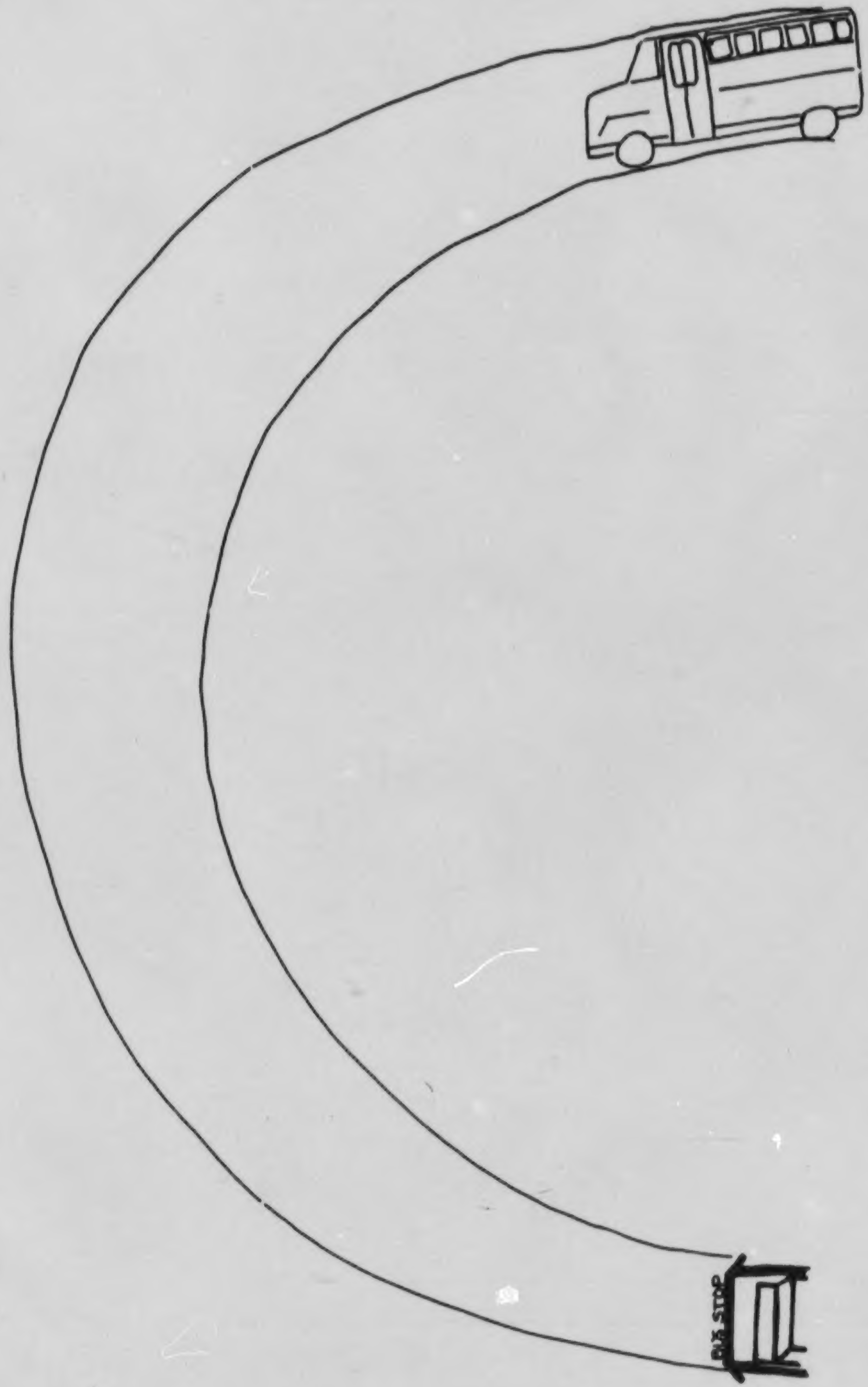
After the children have completed the Masters, they can be developed into a picture. For example, Master L can be made into a road.

7. MASTER FOR REPRODUCTION

T - Matching Objects Left to Right

DRAW A STRAIGHT LINE ON A CURVED PATH

e



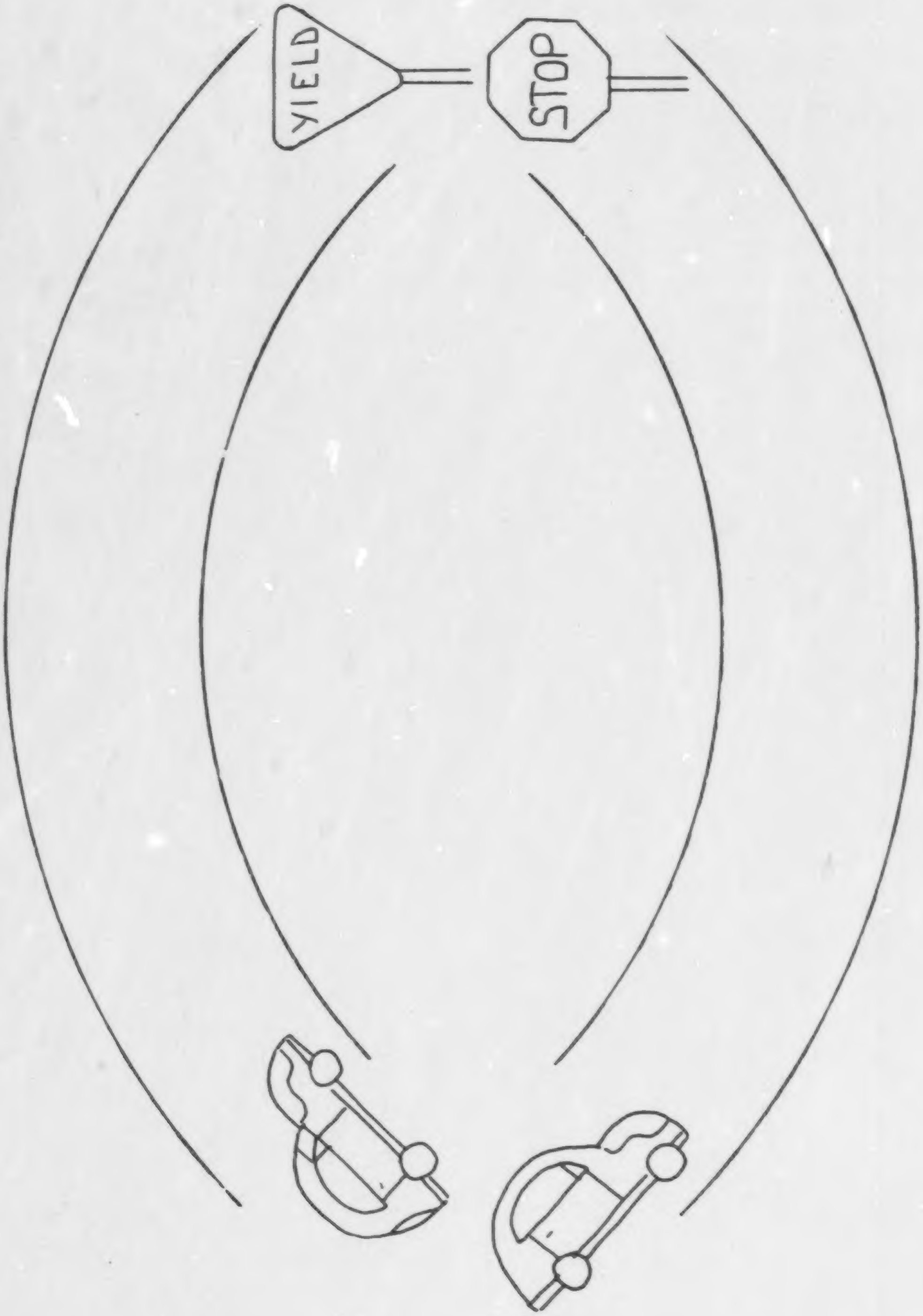
MASTER FOR REPRODUCTION H

DRAW A STRAIGHT LINE ON A CURVED PATH

DIRECTIONS

Take a crayon and draw a line showing how the bus travels to the bus stop. (From top to bottom.)

DRAW A LINE IN THE CENTER OF A CURVED PATH



MASTER FOR REPRODUCTION I

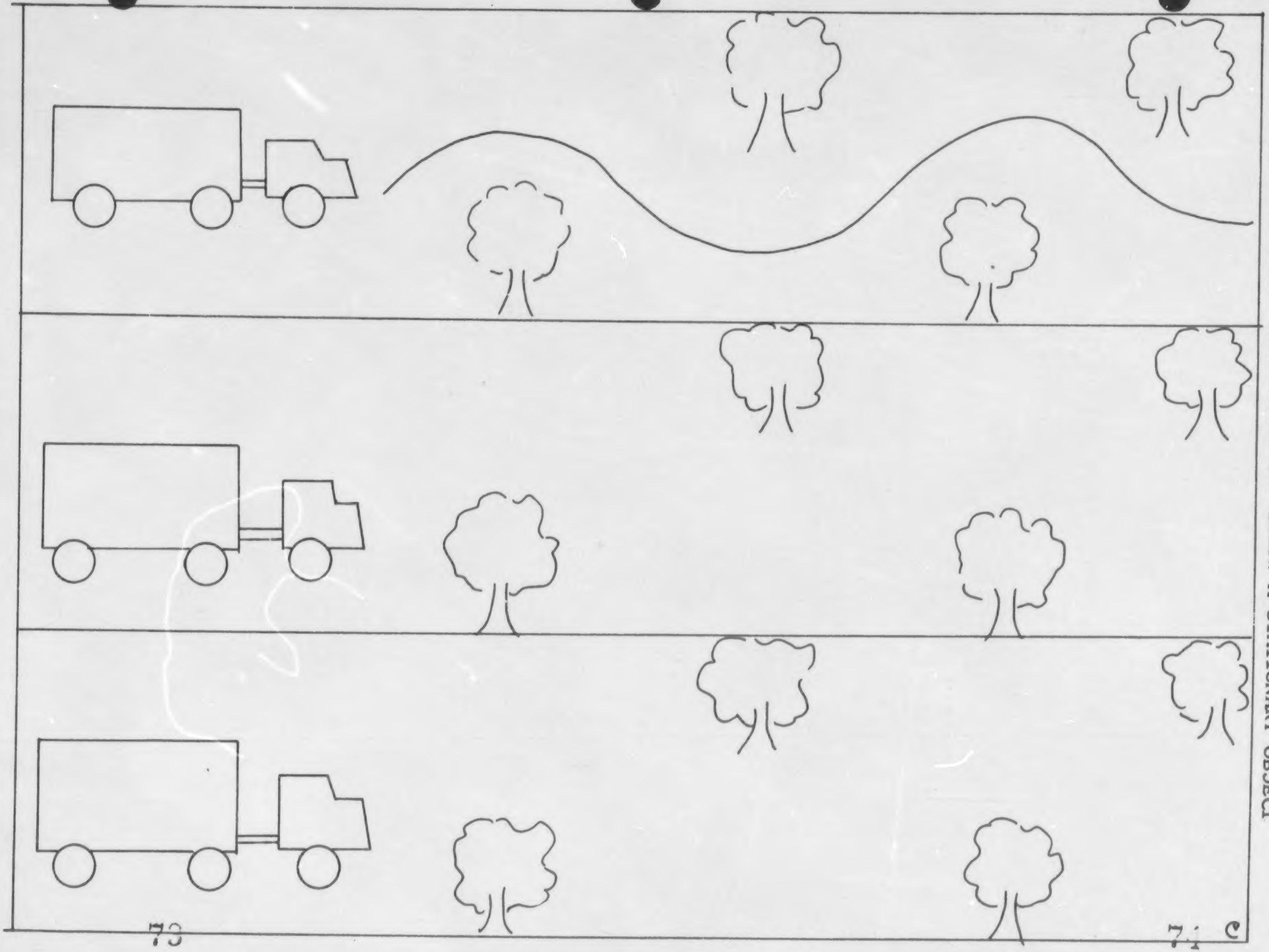
DRAW A LINE IN THE CENTER OF A CURVED PATH

DIRECTIONS

Take a crayon and draw a line showing how the car in the picture rides straight down the middle of the curved path to get to the traffic sign. In the picture below that one, take a crayon and draw a line showing how the car in the picture drives straight down the middle of the curved path to get to the stop sign.

Remember that the path is curved and not straight. Don't stop or go back and don't touch the edges of the path.

DRAW A STRAIGHT LINE ABOVE AND BELOW A STATIONARY OBJECT



MASTER FOR REPRODUCTION J

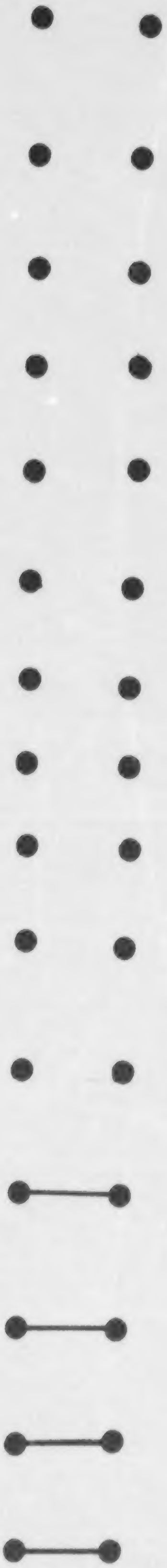
DRAW A STRAIGHT LINE ABOVE AND BELOW A STATIONARY OBJECT

DIRECTIONS

At the top of the page you see a picture of a truck and a lot of trees on the road. The line shows how the truck rides between the trees. Now look at the next picture. See if you can draw a line in it showing how that truck rides between the trees. Draw the line without stopping or going back. Now do the same in the bottom picture.

CONNECT THE DOTS

K



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MASTER FOR REPRODUCTION K

CONNECT THE DOTS

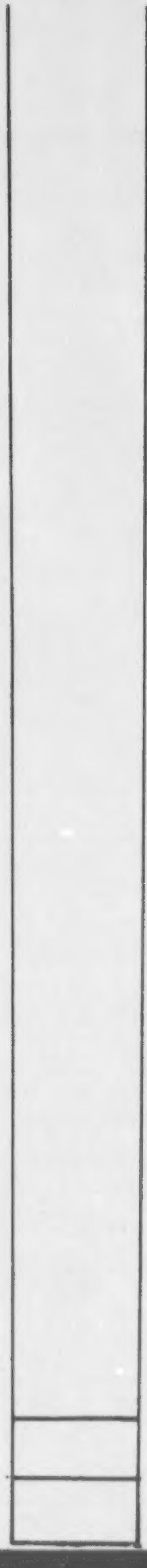
DIRECTIONS

Continue connecting the dots as shown vertically.

The dots can also be connected horizontally for a railroad track effect. Angles can also be used.

CONNECT THE LINES

L



MASTER FOR REPRODUCTION L

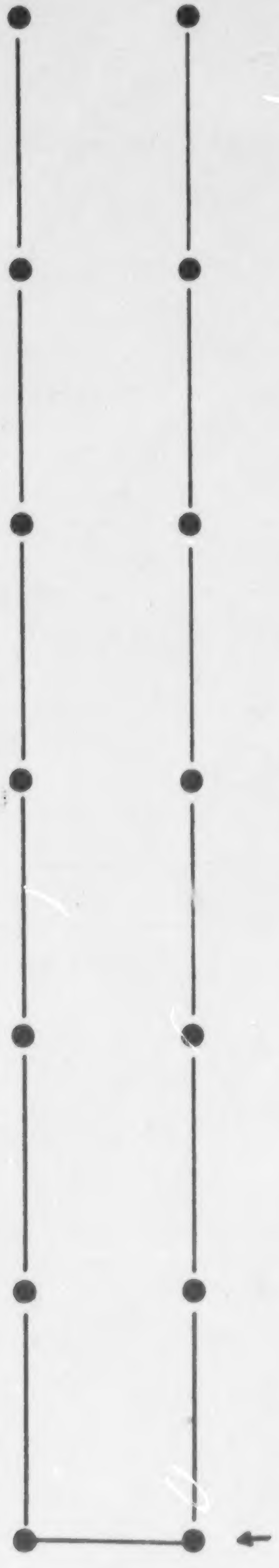
CONNECT THE LINES

DIRECTIONS

Continue connecting the lines as shown trying to keep the same spacing.

CONNECT THE DOTS AND LINES

M



80

MASTER FOR REPRODUCTION M

CONNECT THE DOTS AND LINES

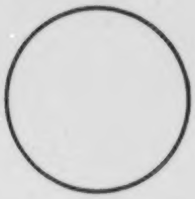
DIRECTIONS

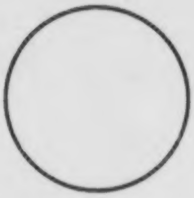
Begin at the arrow and connect the dots and lines. (Vertically.)

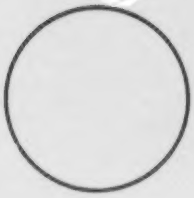
81

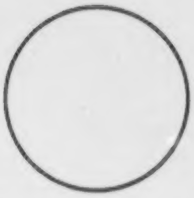
PLACE A DOT IN THE CENTER OF THE CIRCLES

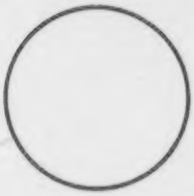
N











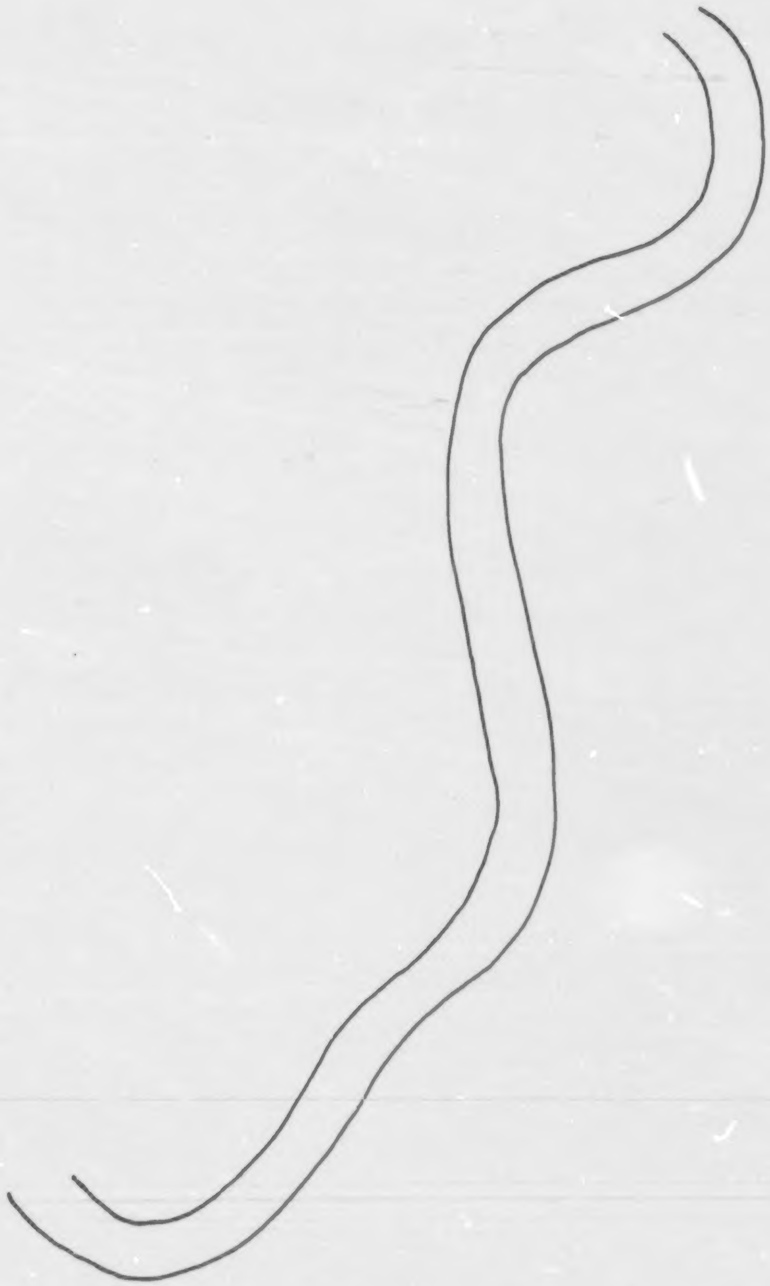
MASTER FOR REPRODUCTION N

PLACE A DOT IN THE CENTER OF THE CIRCLES

DIRECTIONS

Place a dot in the center of each circle.

DRAW A LINE BETWEEN THE LINES



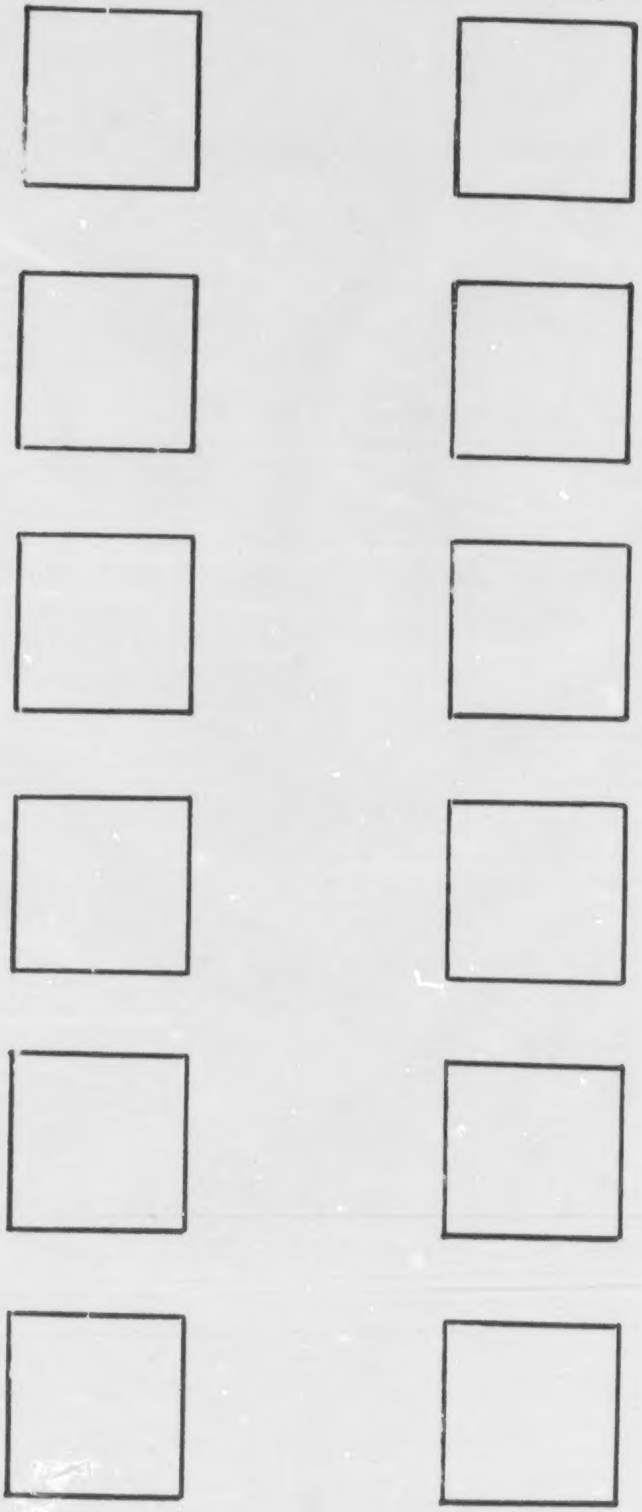
MASTER FOR REPRODUCTION O

DRAW A LINE BETWEEN THE LINES

DIRECTIONS

Draw a line between the lines trying not to touch either side line.

PLACE A DOT IN THE CENTER OF THE SQUARES



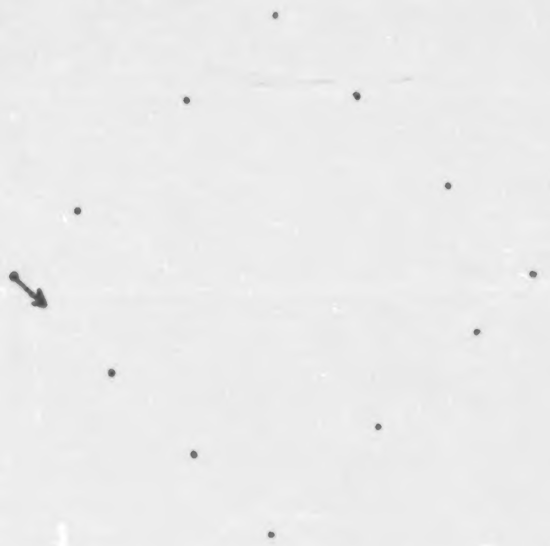
MASTER FOR REPRODUCTION P

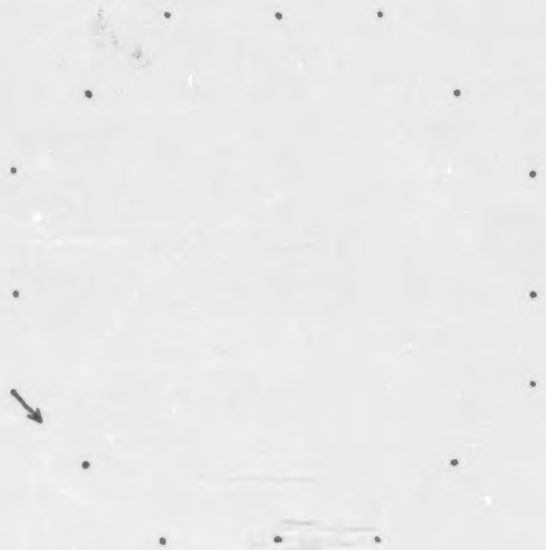
PLACE A DOT IN THE CENTER OF THE SQUARES

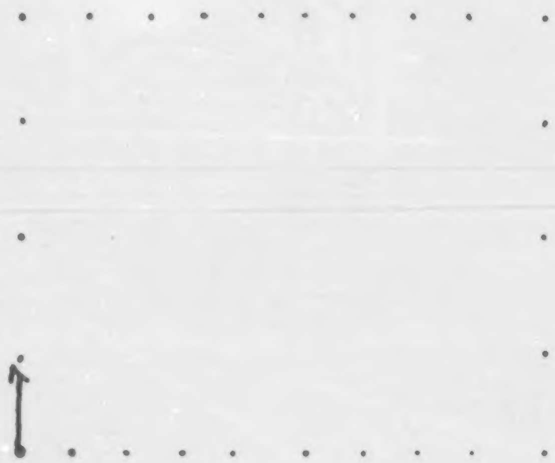
DIRECTIONS

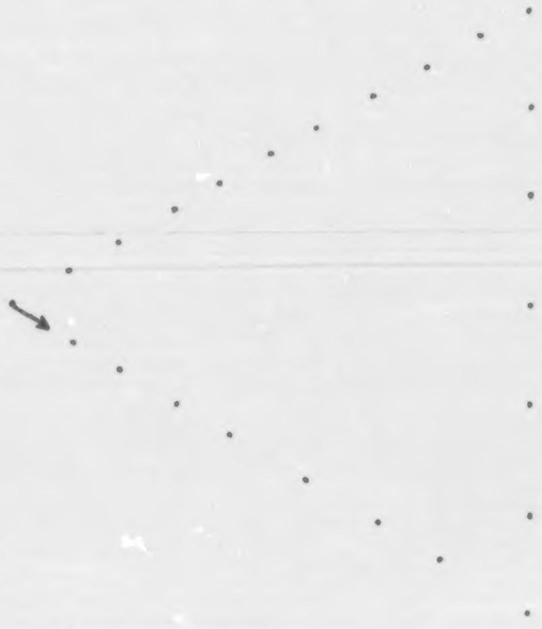
1. Using your right hand, place a dot in the center of each square on the top row.
2. Using your left hand, place a dot in the center of each square on the bottom row.

CONNECT THE DOTS-SHAPES









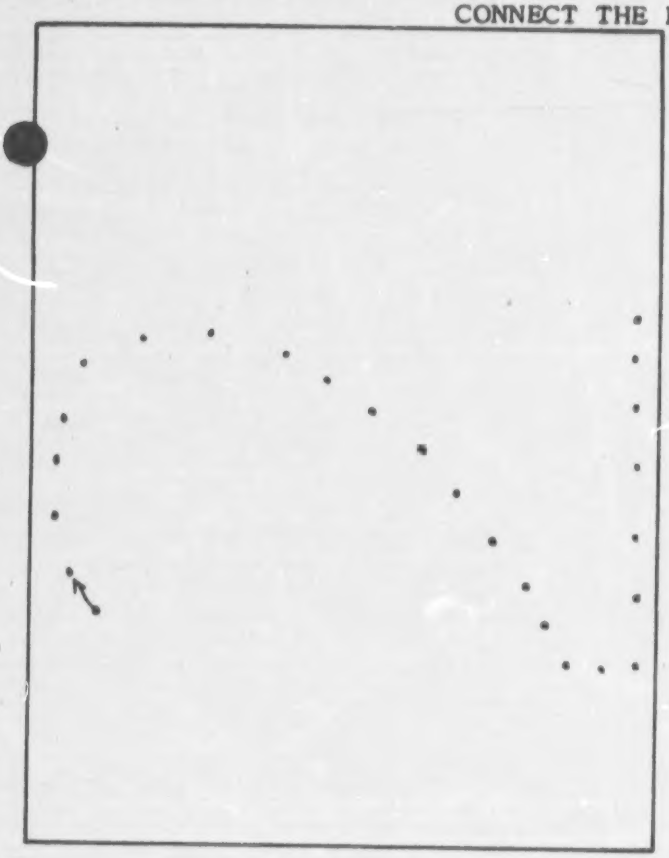
MASTER FOR REPRODUCTION Q

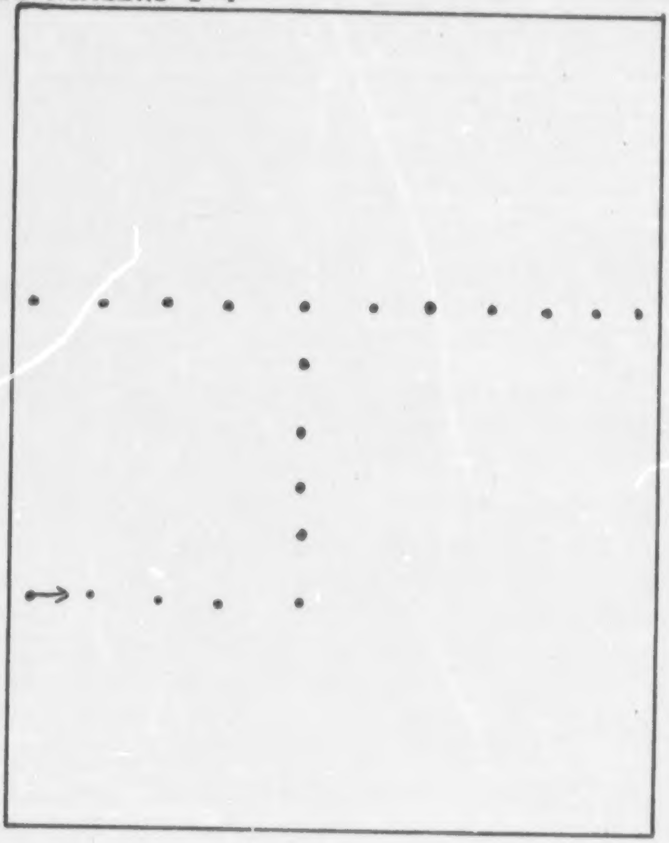
CONNECT THE DOTS—SHAPES

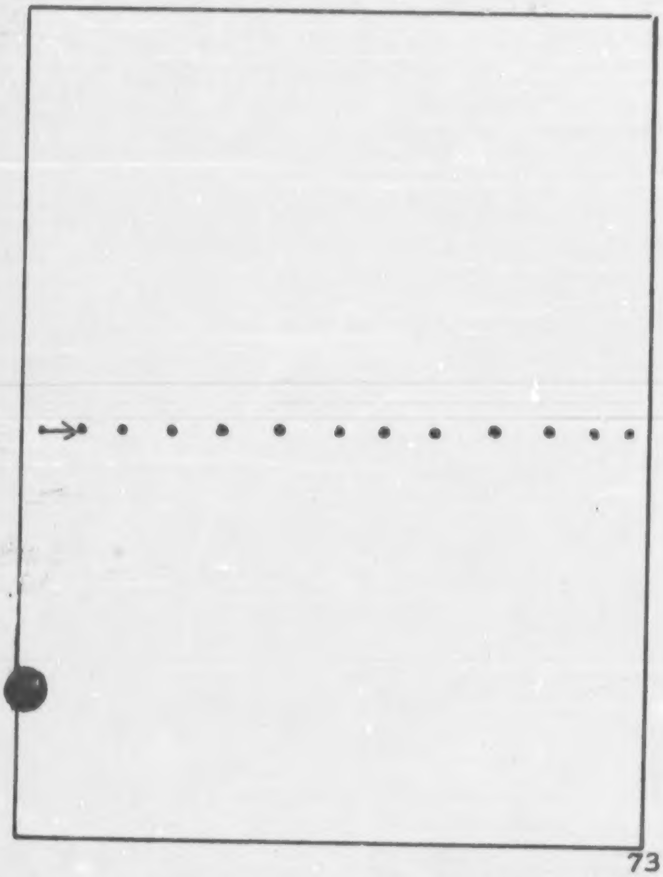
DIRECTIONS

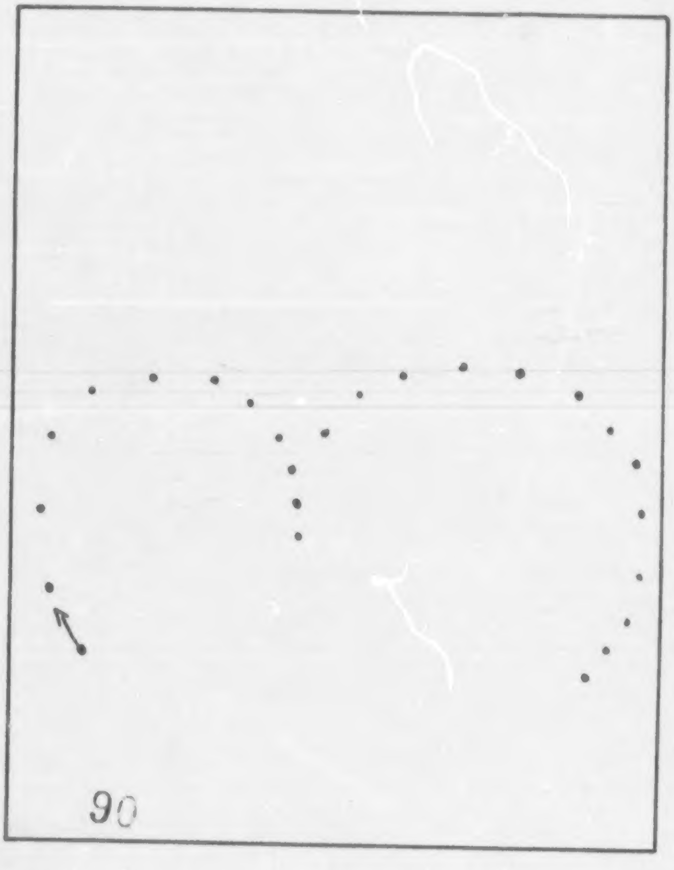
Begin at the arrow and connect the dots.

CONNECT THE DOTS-NUMBERS 1-4









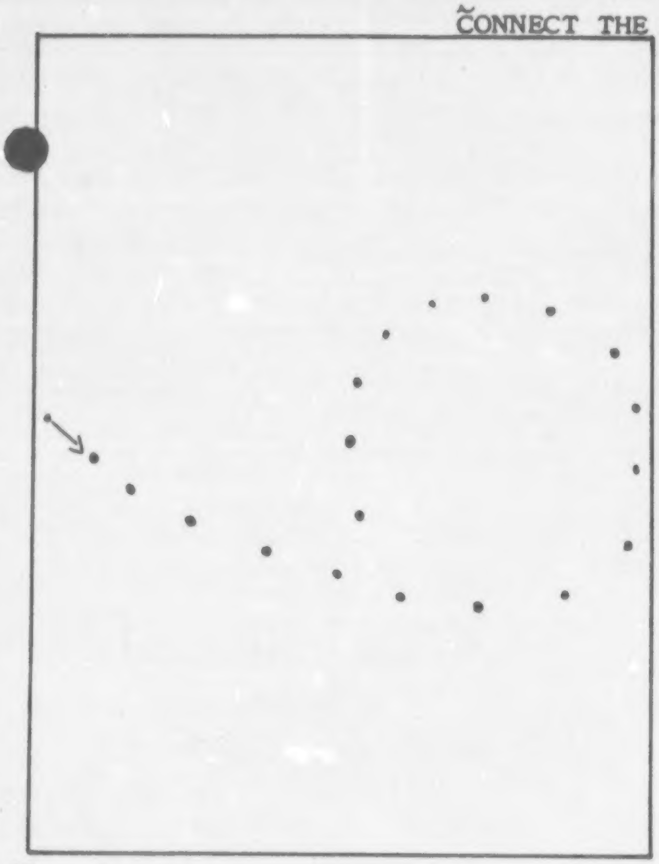
MASTER FOR REPRODUCTION R

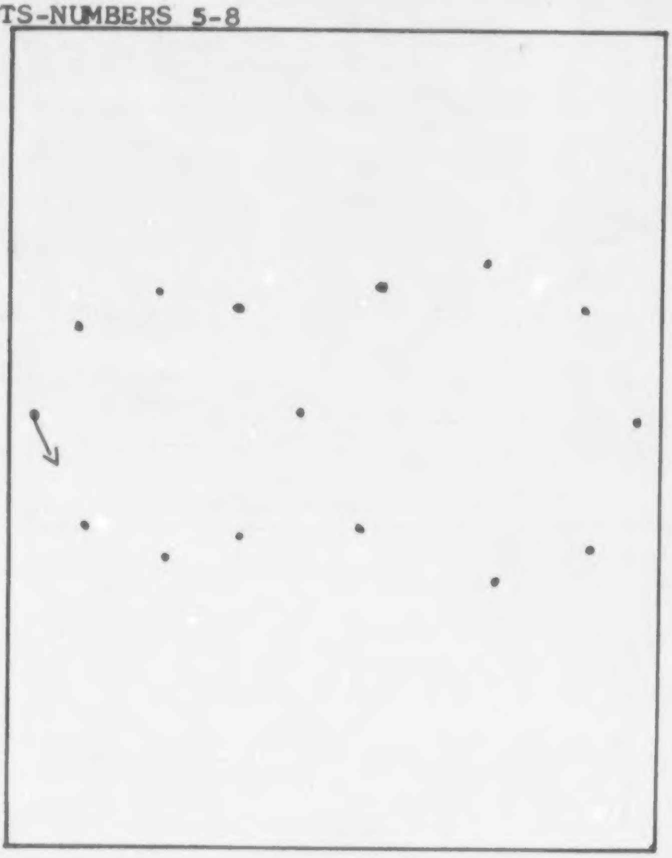
- CONNECT THE DOTS—NUMBERS 1 - 4

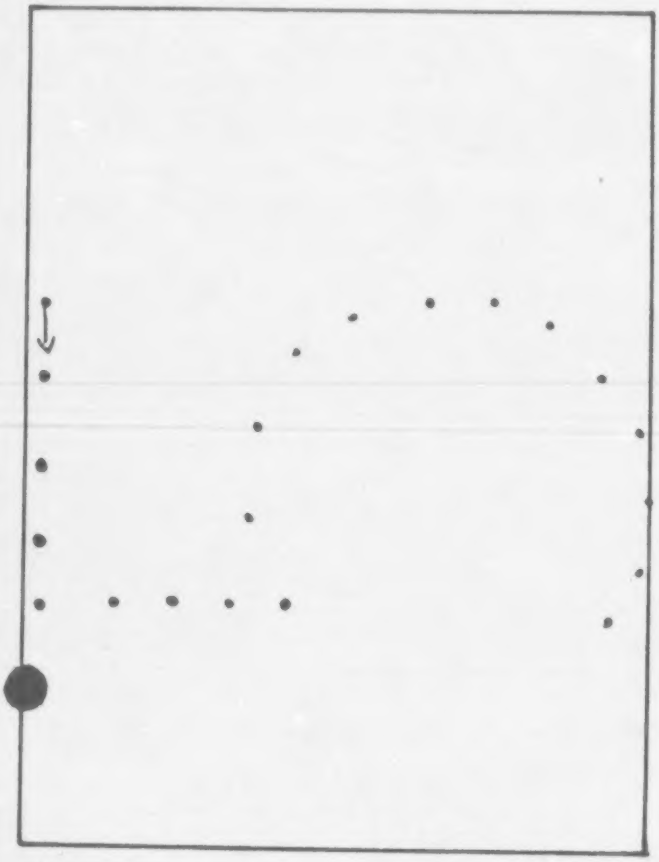
DIRECTIONS

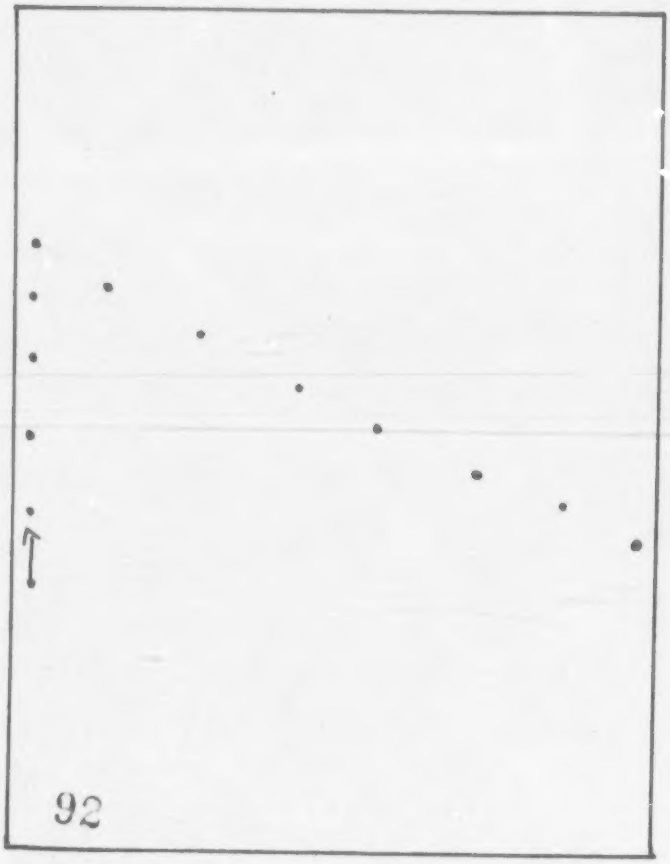
Begin at the arrow and connect the dots.

CONNECT THE DOTS-NUMBERS 5-8









MASTER FOR REPRODUCTION S

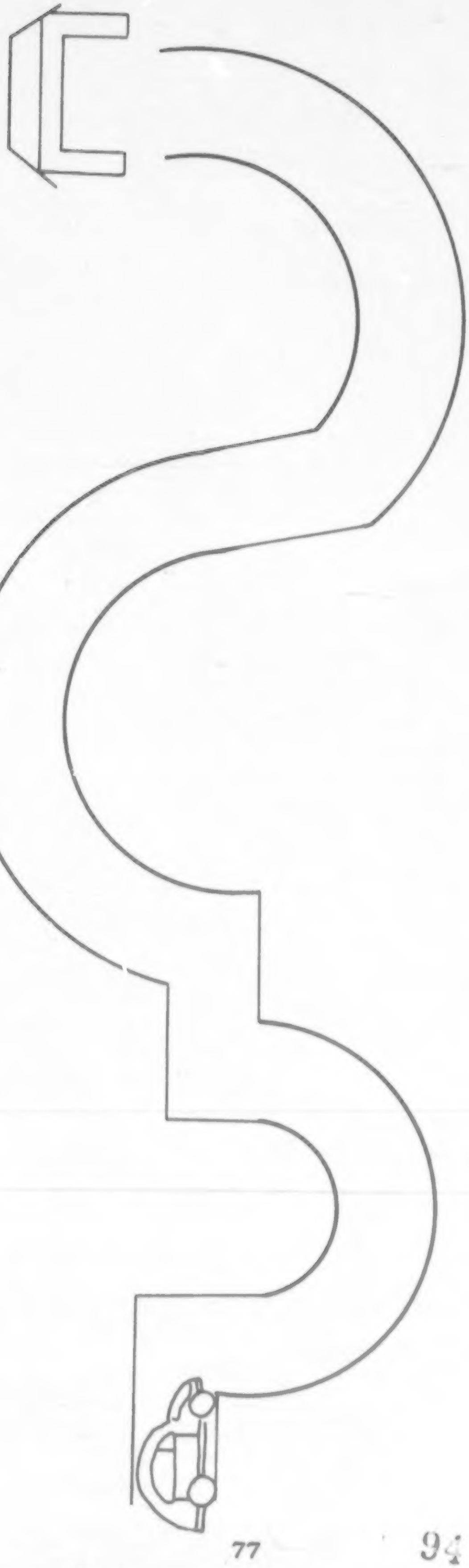
CONNECT THE DOTS—NUMBERS 5 - 8

DIRECTIONS

Begin at the arrow and connect the dots.

MATCHING OBJECTS LEFT TO RIGHT

e



MASTER FOR REPRODUCTION T

MATCHING OBJECTS LEFT TO RIGHT

DIRECTIONS

Take a crayon and draw a line showing how the car in the picture rides straight down the middle of the road to the garage. Keep your crayon right on the path. Don't stop or go back and don't touch the edges of the path.

8. FELTBOARD ACTIVITIES-Place two pieces of felt the same width, length, and color on a feltboard. Place one of the lines on the feltboard. Discuss with the children what a line is. Point out the width and length of the line. Elicit: which is the long side and which is the thick or wide side.

   Place other line parallel to the one on the feltboard. Children discuss the lines in relation to each other. Pick up and place one of the lines on the feltboard further away from the other line. At this time, have the class discuss the relationship of the two lines. Elicit that when they were close, they formed a narrow space, but now they are further apart. As lines go further apart, they form a wider space.

   Have the children practice this relationship with objects in the room. Children fold a 12" X 18" piece of manila construction paper in half. On the left hand side of the paper, have them draw two lines that are narrow. On the right hand side of the paper, have them draw two lines that are wide. Direct the children to draw anything that they would like to put in between the two lines. The teacher explains the boxes one at a time as the children work on them. Have children use a crayon for marking. Give the following oral directions:

   1. Place an X on the wide street.
   2. Place an X on the wide street.
   3. Place an X on the narrow street.
   4. Place an X on the narrow street.

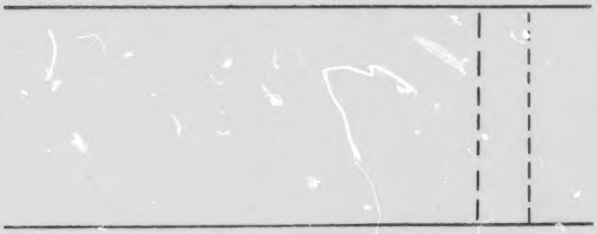
9. MASTER FOR REPRODUCTION

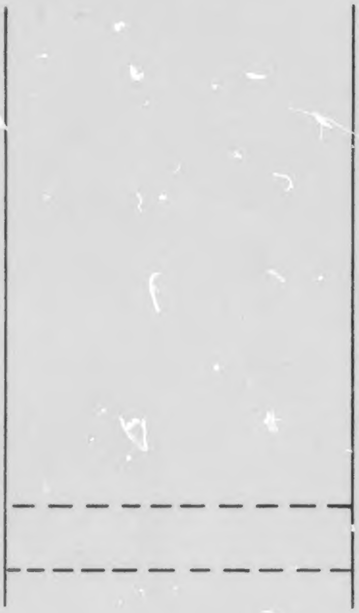
   U-Distinguishing Wide and Narrow

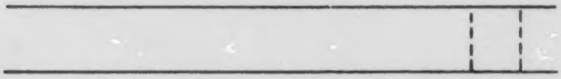
10. FELTBOARD ACTIVITY-WIDE AND NARROW-Place a line on the feltboard and tell the children that something is going to happen to it. Proceed to cut off about ¼". Ask the children what has happened. Elicit that now it is shorter. Cut off another ¼". Elicit from the children that it is even shorter. Place the longer strip alongside of the shorter strip on the feltboard. Discuss the differences with the class.

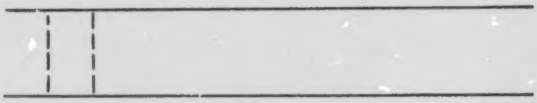
11. PAPER STRIP COLLAGE-Give the children two strips of paper of the same color (1" X 5" and 1" X 7"). Have them paste them parallel to each other on the piece of paper. The children can draw other lines to make those that they had pasted onto the paper into a variety of objects. The children can discuss what they have made.

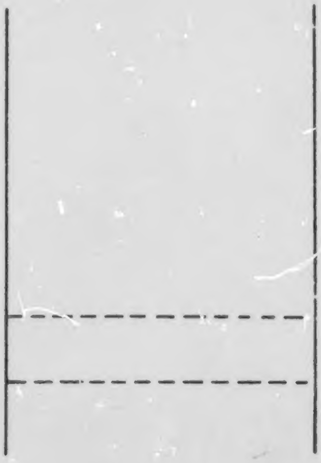
DISTINGUISHING WIDE AND NARROW

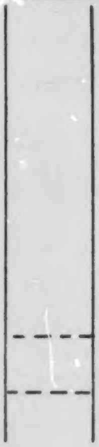


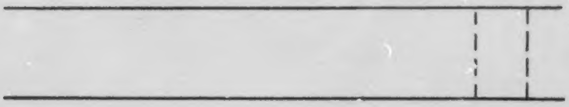


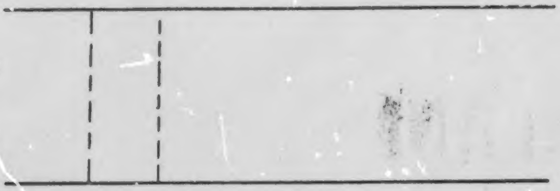












MASTER FOR REPRODUCTION U

DISTINGUISHING WIDE AND NARROW

DIRECTIONS

In each square place an X on the wider street.

10. MASTERS FOR REPRODUCTION

V - Tracing Long and Short Lines

W - Tracing Long and Short Lines

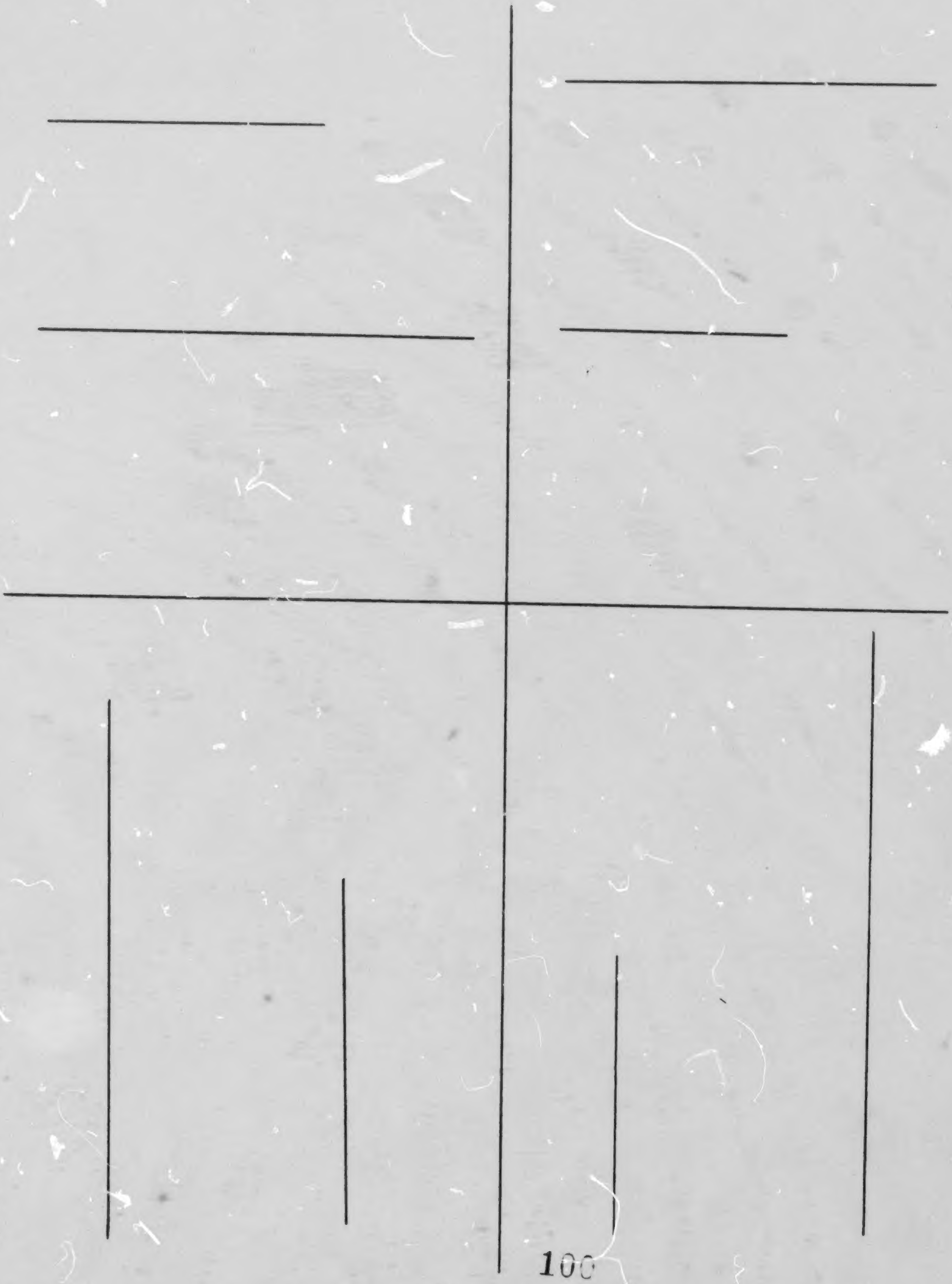
X - Together-Apart Concept

Y - Object to Object Eye-Hand Coordination Skill

Z - Right-Left Discrimination of Objects

A^1 - Directionality - Above, Front, Side Concept

TRACING LONG AND SHORT LINES



MASTER FOR REPRODUCTION V

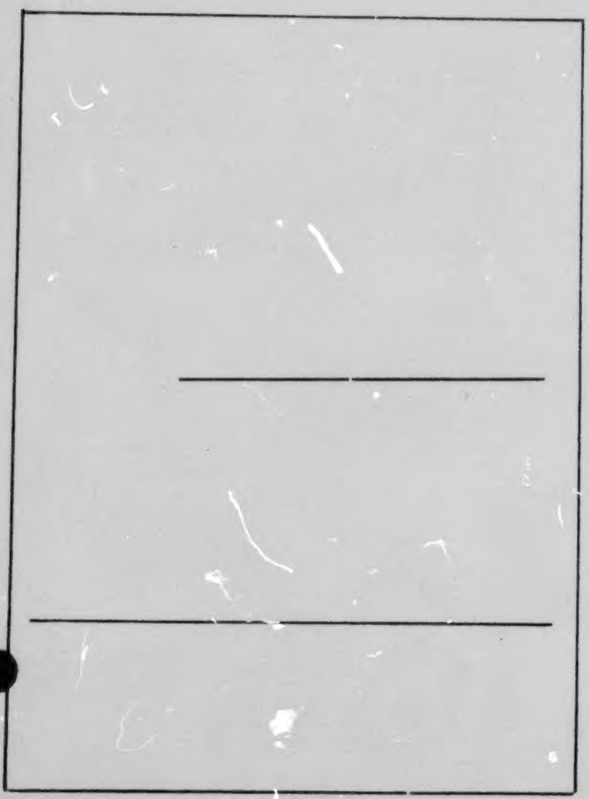
TRACING LONG AND SHORT LINES

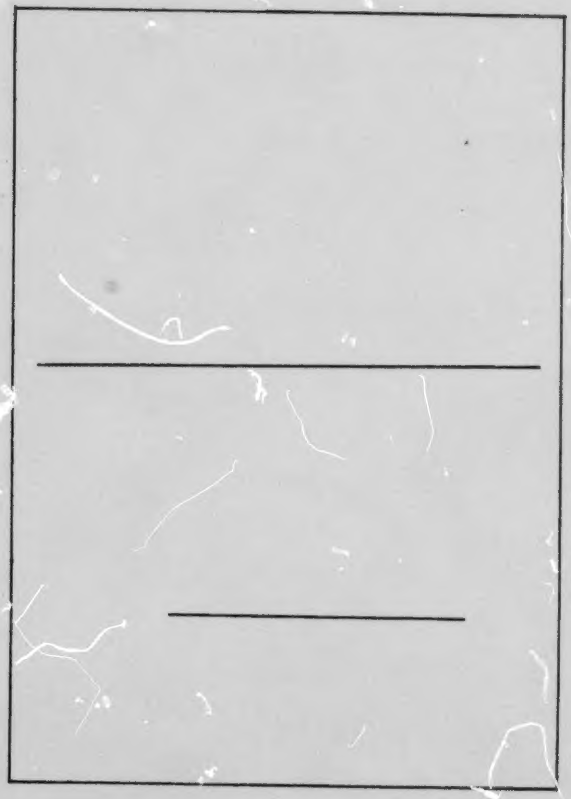
DIRECTIONS

Explain the boxes one at a time as the children work on them. Have the children use a yellow crayon so that they can see the original lines.

1. Direct the children to use their crayons to trace over the short line.
2. Direct the children to use their crayon and trace over the long line.

TRACING LONG AND SHORT LINES



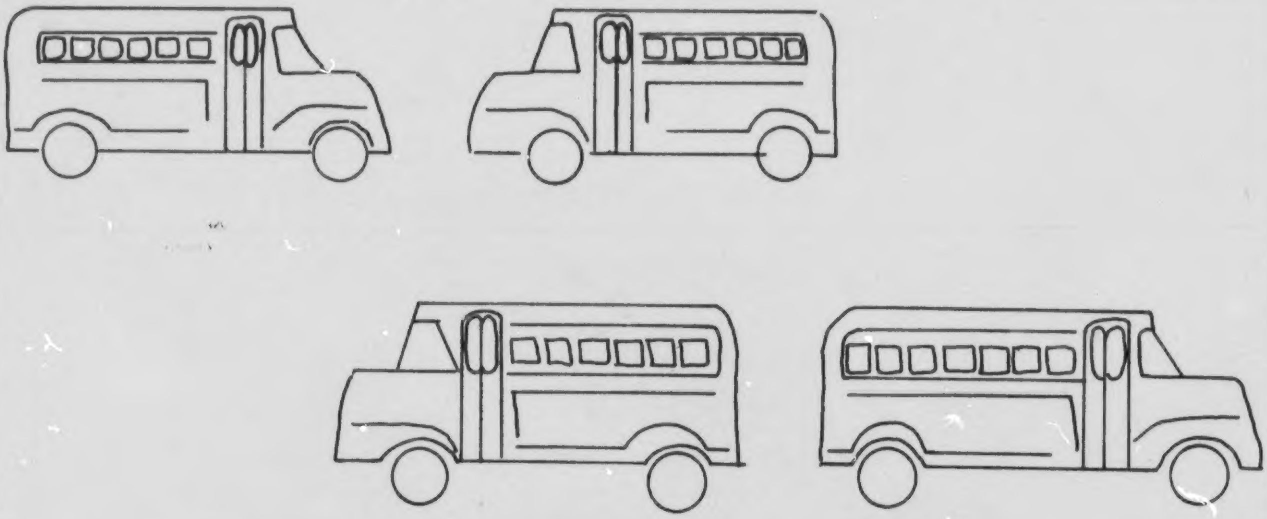


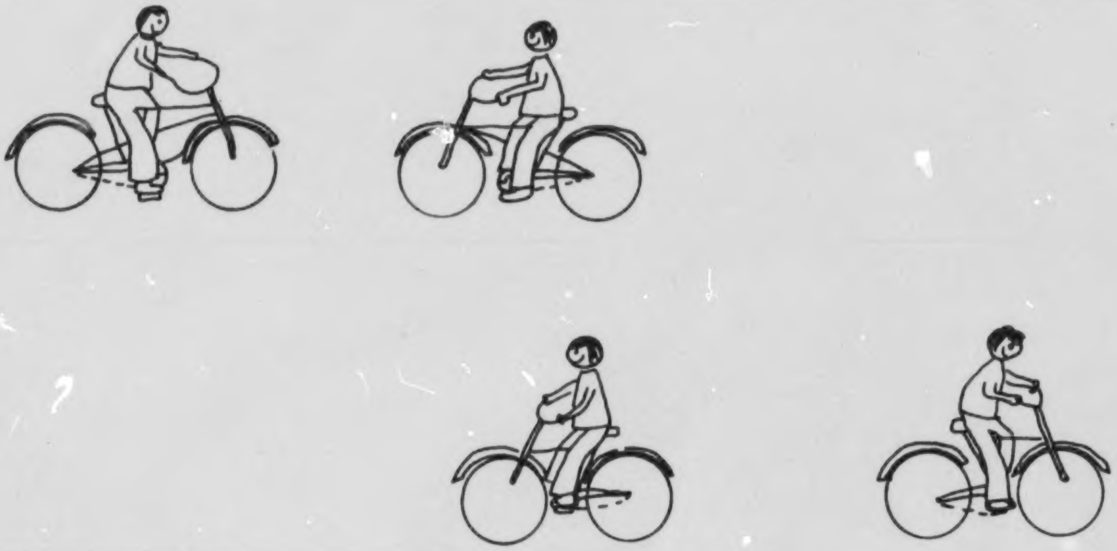
MASTER FOR REPRODUCTION W

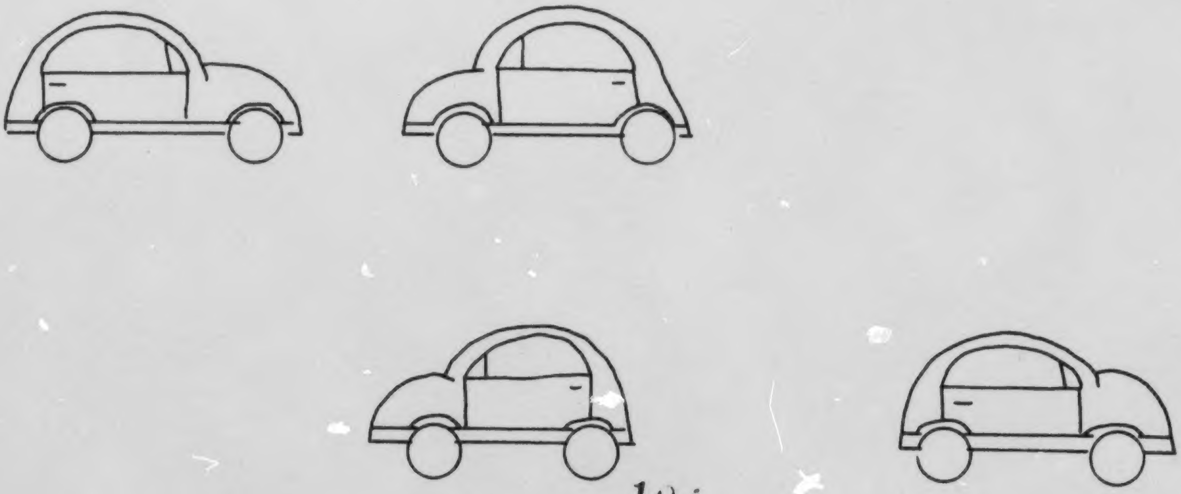
TRACING LONG AND SHORT LINES

DIRECTIONS

1. Direct the children to use their crayon to trace over the long line.
2. Direct the children to use their crayon to trace over the short line.







C

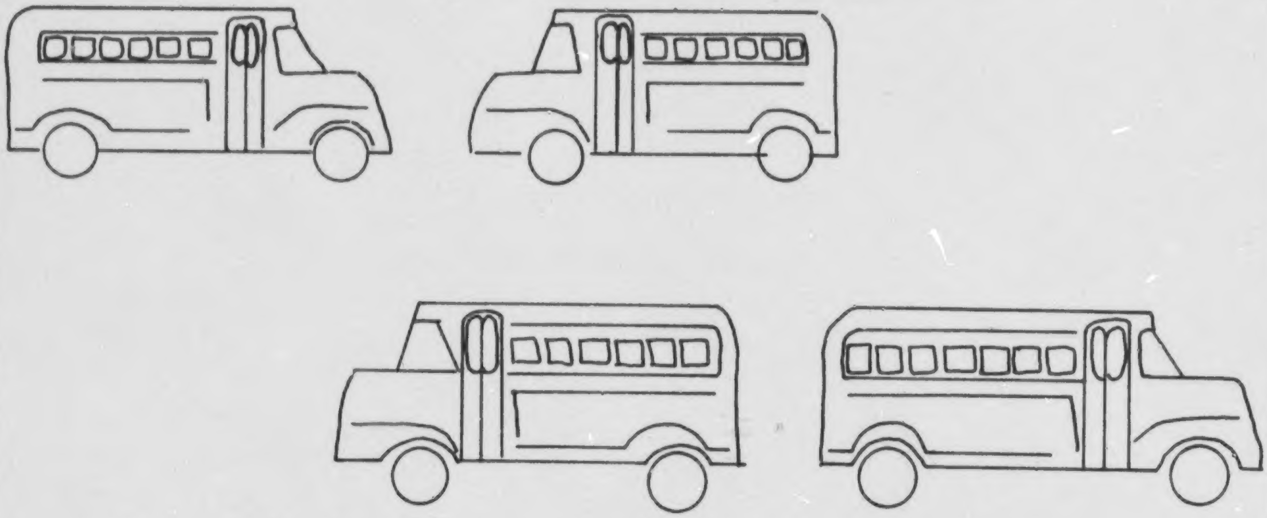
MASTER FOR REPRODUCTION X

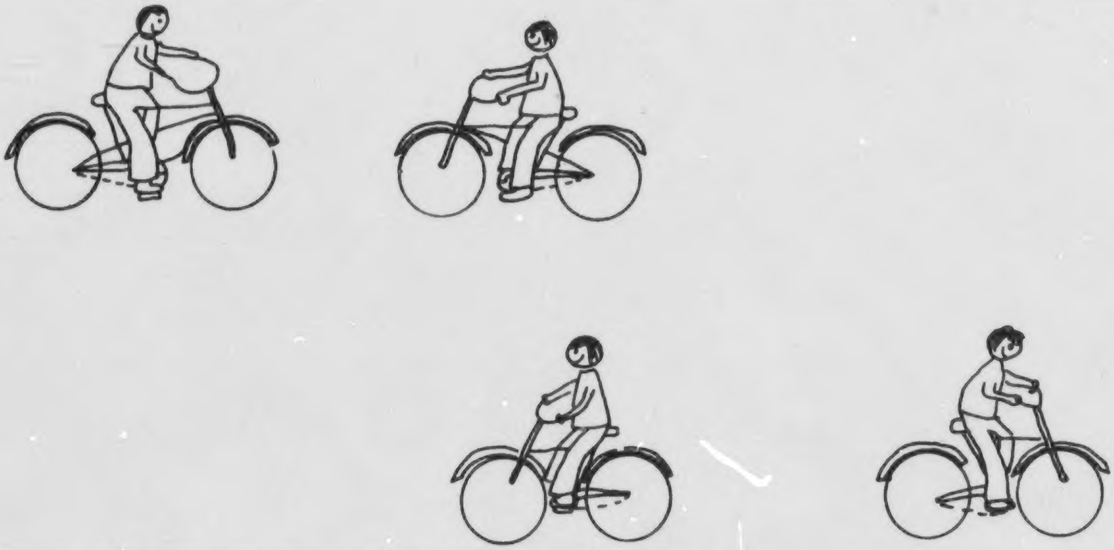
TOGETHER-APART CONCEPT

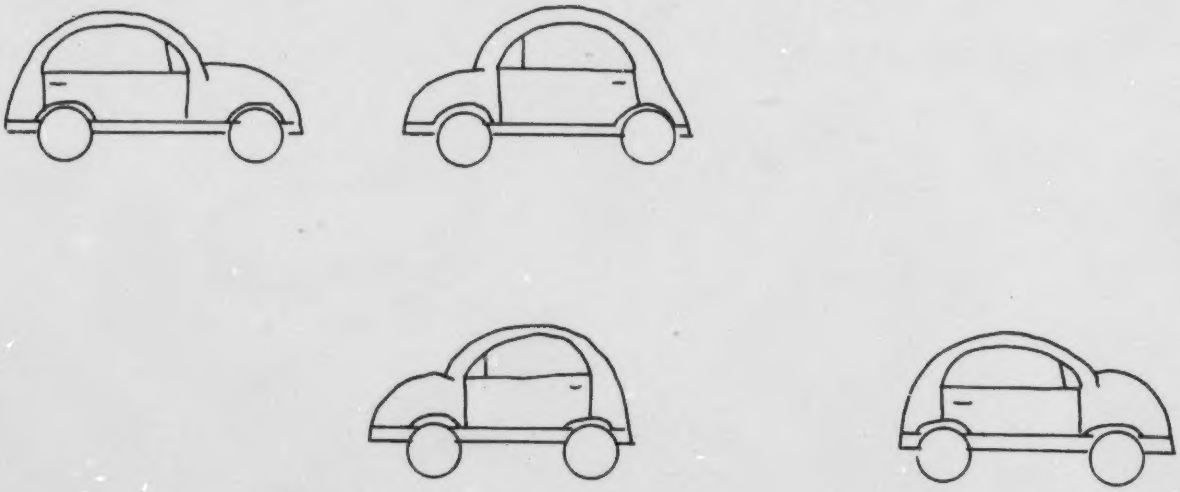
DIRECTIONS

1. Circle the objects that are coming together.
2. Put an X on the objects that are coming apart.

TOGETHER-APART CONCEPT







C

MASTER FOR REPRODUCTION X

TOGETHER-APART CONCEPT

DIRECTIONS

1. Circle the objects that are coming together.
2. Put an X on the objects that are coming apart.

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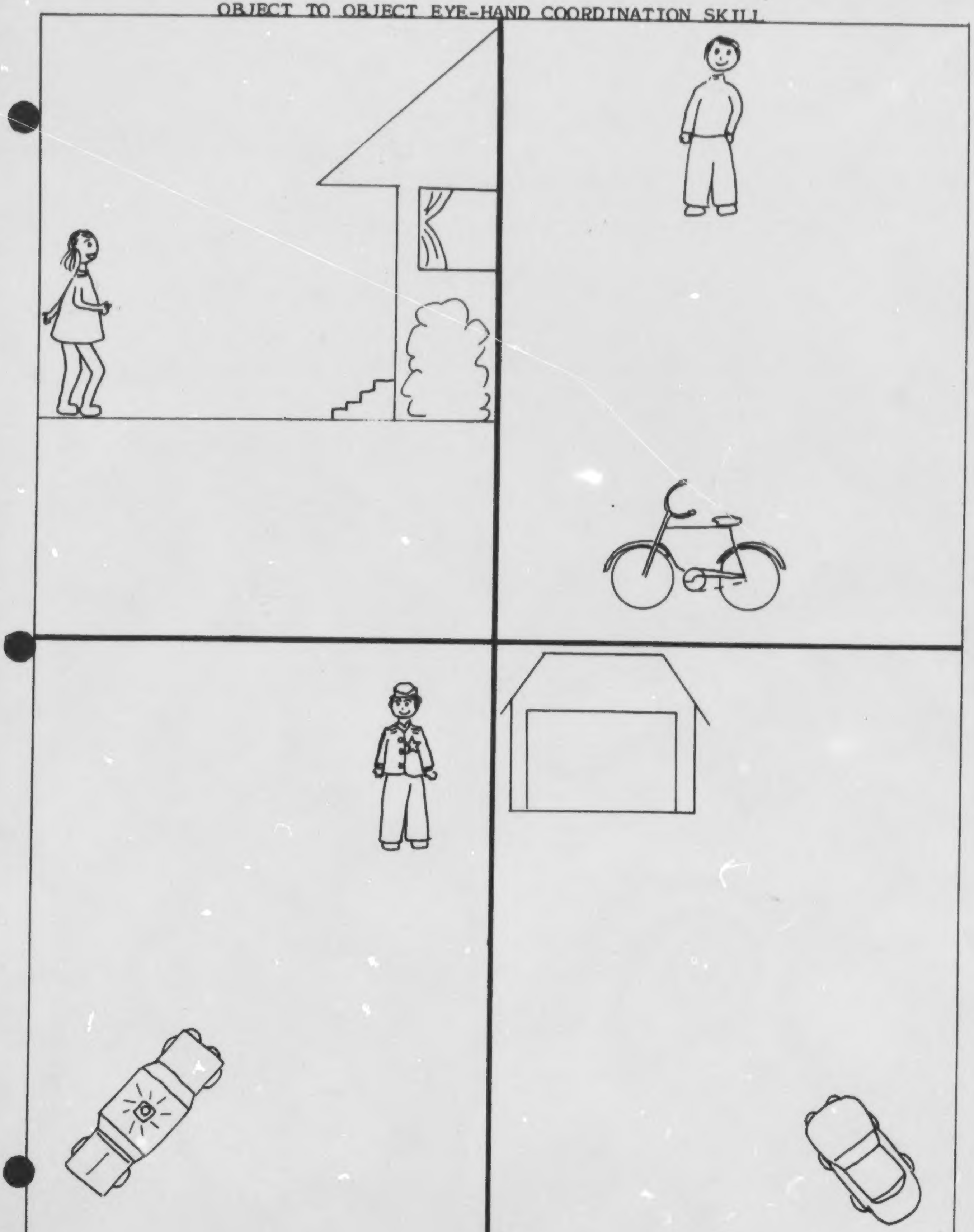
OBJECT TO OBJECT EYE-HAND COORDINATION SKILL



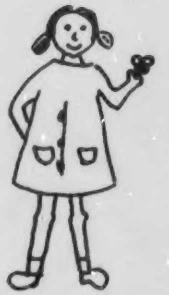
MASTER FOR REPRODUCTION Y

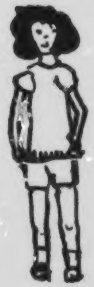
OBJECT TO OBJECT EYE-HAND COORDINATION SKILL

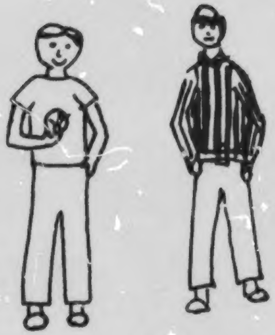
DIRECTIONS

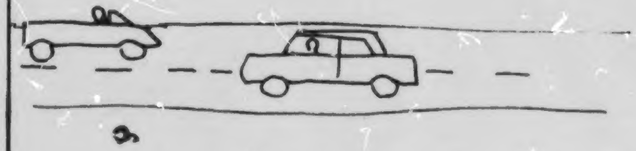
Draw a straight line from one object to another object within the given box.

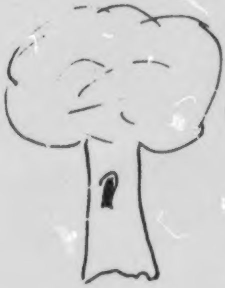
RIGHT-LEFT DISCRIMINATION OF OBJECTS











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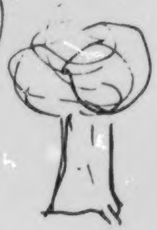

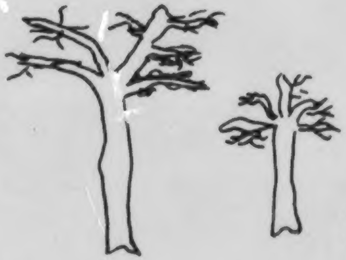

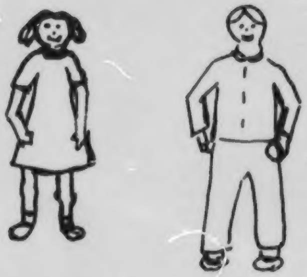

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N

MASTER FOR REPRODUCTION Z

RIGHT-LEFT DISCRIMINATION OF OBJECTS

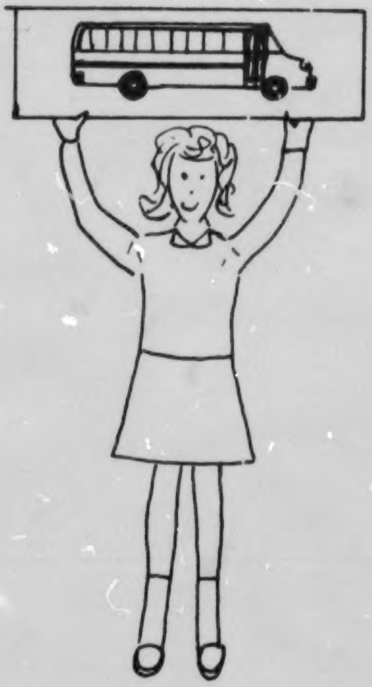
DIRECTIONS

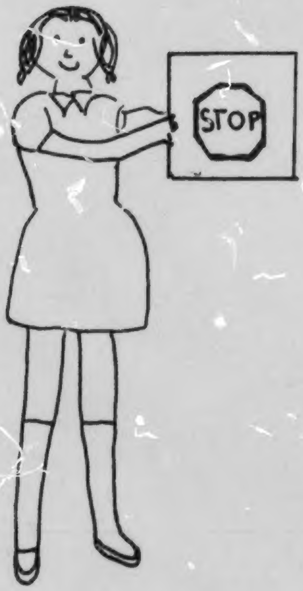
Place an X on the object on the right side in each box.

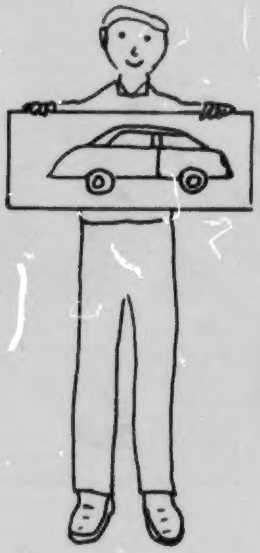
112

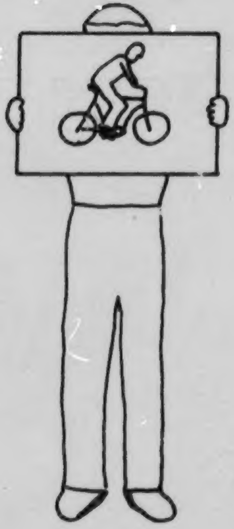
DIRECTIONALITY-ABOVE, FRONT, SIDE CONCEPTS

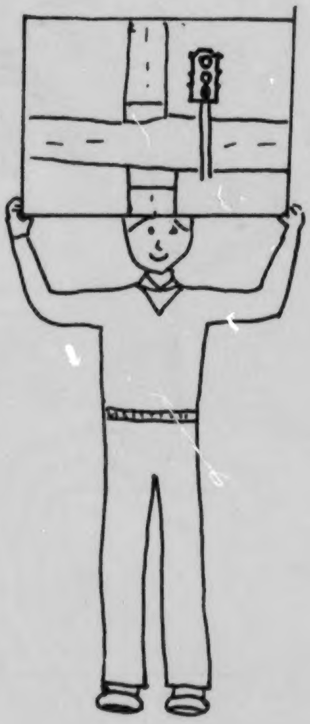
A^1











MASTER FOR REPRODUCTION A^1

DIRECTIONALITY - ABOVE, FRONT, SIDE CONCEPT

DIRECTIONS

1. Circle the children holding pictures above their heads.
2. Place an X on the children with pictures in front of them.
3. Underline the children with pictures at their side.

OBJECTIVES:

1. Given the elements found in the traffic environment, the student will be able to visually discriminate between the physical components.

2. The student will be able to sort objects according to size, shape, and color when requested.

CONCEPTS TO BE DEVELOPED: Recognition of shapes, color, and size is essential to basic understanding of signs and signals in the traffic environment.

EXPECTED OUTCOMES:

1. Students will be able to identify the colors red, yellow, green, black, blue, and white.

2. Students will be able to follow a color pattern by stringing beads or placing them on a peg board.

3. Students will be able to give specific meaning to the colors red, yellow, green with relation to the traffic light.

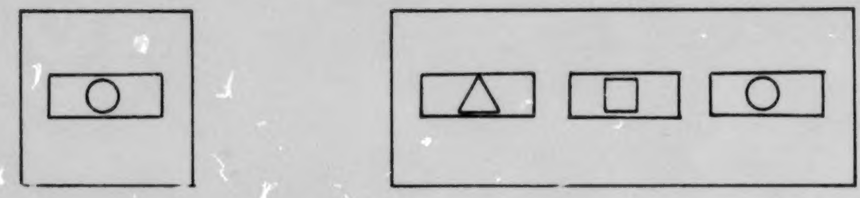
4. Given three basic shapes, circle, square, and triangle, the children should be able to distinguish them by feeling and sorting.

5. Given three basic shapes, circle, square, and triangle, the children should be able to match them.

6. Given three basic shapes, circle, square, and triangle, the children should be able to name them.

1. BEAD PATTERNS - Use large nursery beads of different shapes. Have the children sort them first as to shape, then string them following a pattern. You design the pattern.

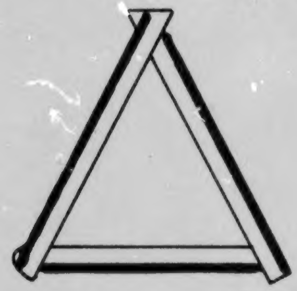
2. SENSING LIKENESSES - Have a child find a matching figure.



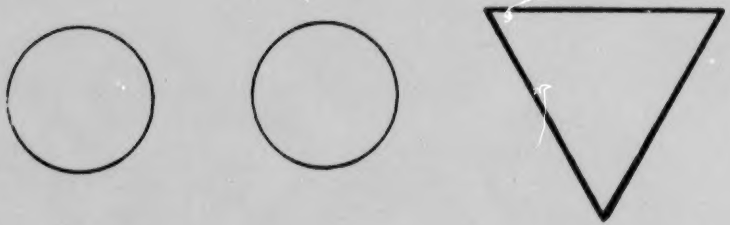
3. SEEING SIMILARITIES - Have a large oak tag chart with various symbols or shapes pasted on it. Give the children duplicates of the pasted symbols or shapes and tell them to match them with those on the chart.

4. SHAPE PUZZLES - Cut large colored magazine pictures into geometrical shapes. Children must attempt to reassemble them. Place on construction paper for durability.

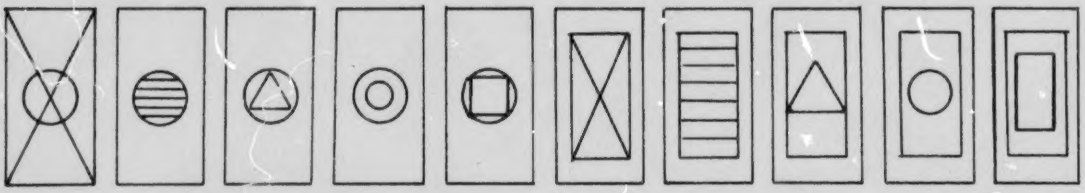
5. MATCHING SHAPES - Cut paper strips ½" wide. Give each child three or four strips of paper and ask them to paste strips on another piece of paper and match the shape that is dittoed on the page.



6. RECOGNIZING DISTINCTIONS - Have the child choose the "different" shape in a group of three shapes, two of which are alike.



7. MATCHING SHAPE CARDS - Cut sixty, 2-inch square cards. From the simple designs shown, make six cards showing each design. Children put matching cards on top of each similar card.



8. DISCRIMINATING SIMILAR FORMS THAT ARE NOT EASILY VISUALIZED - Have the child discover the part that is different in two figures.

9. FINDING SIMILAR SHAPES - Cut folded pieces of construction paper into various shapes, sizes, designs, etc. Squares, circles, rectangles, stars, and various other shapes may be used. The children are given sets of these cut outs and asked to group them according to shape or design. The same device can be used to classify according to size, color, or design.

10. PICTURE DOMINOES - Use commercial or teacher-made dominoes. To make, use 2" X 4" strips of cardboard, divided into 2" X 2" squares. The symbols used on each strip (two to a strip) can be of objects or of shapes such as circles, squares, triangles, stars, diamonds.

11. SHAPES IN PAIRS - A collection of various shapes in pairs can be designed for use on a feltboard, or made of stiff material so they can be placed in the tray of the chalkboard and easily manipulated by the children. Three shapes are displayed in the front of the class. Three participants are given a shape identical to one of these shapes. Point to the three shapes in front of the class and then to the one shape that each child holds.

RECOGNITION OF BASIC SHAPES

CIRCLE - ○ SQUARE - □ TRIANGLE - △

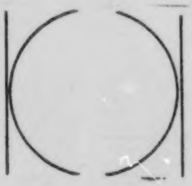
1. SHAPE WALK - Use masking tape to make geometric shapes on the floor. Instruct children to walk around the tape outlines. Make circles, squares and triangles.

2. FORM TRACING - Have children trace around geometrical forms with fingers. Forms may be made of cardboard or small sticks glued on cardboard.

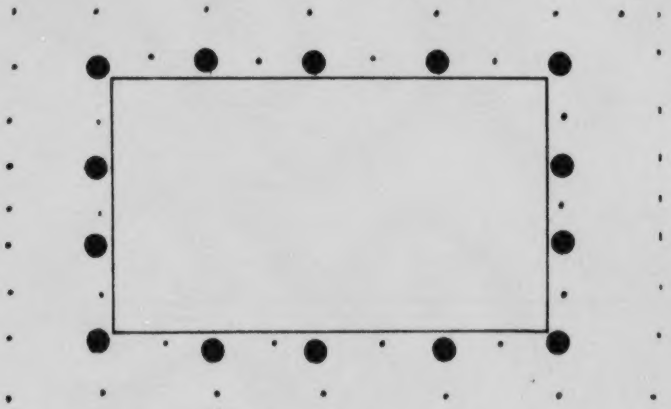
3. GUIDING SHAPES - Blindfold a child. Guide his hand as he holds the chalk in it, making specific movements. Guide the child's hand in making a circle ◯ , square ▭ , triangle △ and rectangle ▯ .

4. SHAPES IN AIR - Have the children draw the shape forms in the air with their fingers.

5. TEMPLATE FORMS - Use geometrical templates on the chalkboard. Using chalk, have the children trace around the templates.



6. PEG BOARD FORMS - Cut geometric shapes out of construction paper. Place the paper shapes on a peg board. Children use pegs to outline the forms. Children feel the shape of the form made and name it orally.



7. BODY MOVEMENT FORMS - Have each child move by himself and "write" the shape with his feet on the floor.

8. TOOTHPICK SHAPES - Have the children make shapes by using toothpicks or "pick-up sticks."

9. HIDE 'N SEEK FORMS - Place round, square, and triangular objects into a bag or box. Have children reach into the bag and tell which shape they are holding. They remove the objects to see if they were correct.

10. SHAPE COLLAGE - Create collage pictures using only geometrical forms. Use large forms which are easy for the children to cut out. As an introduction to this session, you could put together several shapes making an object that would be familiar to the children; for example, a wagon.

11. MASTERS FOR REPRODUCTION

    B^1 - Shading Shape Areas - Square, Triangle, Circle

    C^1 - Completing Shape Form - Triangle, Rectangle

    D^1 - Completing Shape Form - Square

    E^1 - Completing Shape Form - Circle

    F^1 - Completing Shape Form - Triangle

12. MOVEMENT EDUCATION USING SHAPES - The shapes may be painted, taped, or chalked on the available surface, and the child may be asked to perform activities such as:

    a. Find the shapes.
    b. Walk (hop, jump, and skip) around the shape.
    c. Do various activities, involving locomotor movements, such as jumping over the circle, hopping in the circle.
    d. Play tag games where the geometric figure is a safety zone.

13. Give each child a form which has been cut out of rubber matting or heavy paper. The child places the shape on the floor and moves as instructed. For example:

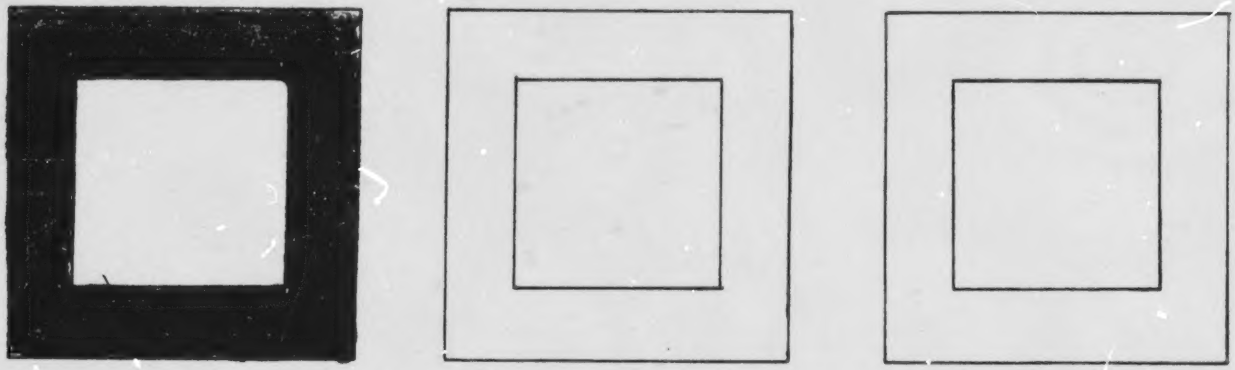
    a. Jump over the shape.
    b. Jump on the shape.
    c. Hop around the shape.
    d. Walk from one side of the shape to the other side.

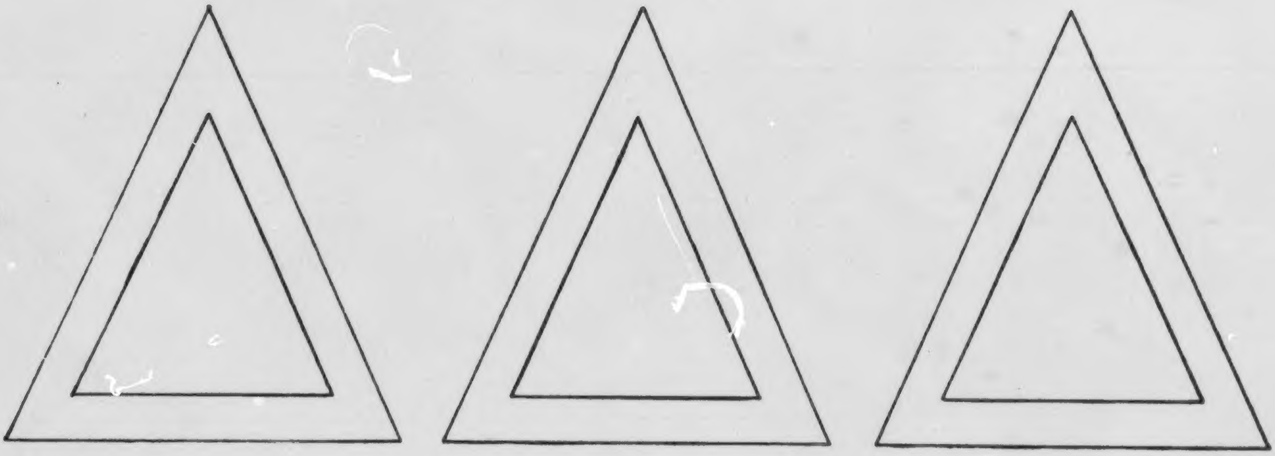
14. Using a long jump rope, the child arranges it on the floor in the form which you name, then moves along the rope - walk, hop, jump.

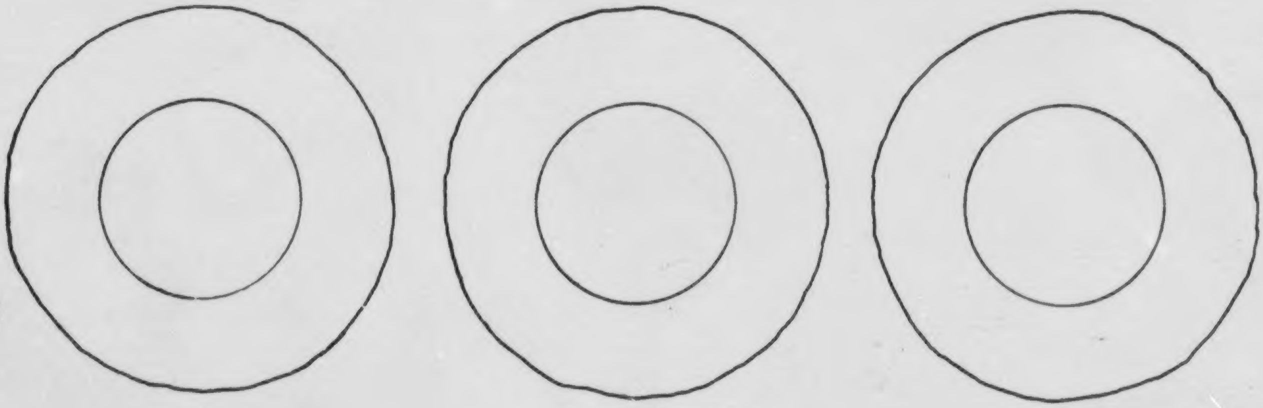
15. Use children to make the forms. Four children lie on the floor for a circle and sit for a triangle. Vary the procedure to hold interest.

SHADING SHAPE AREAS - SQUARE, TRIANGLE, CIRCLE

B1







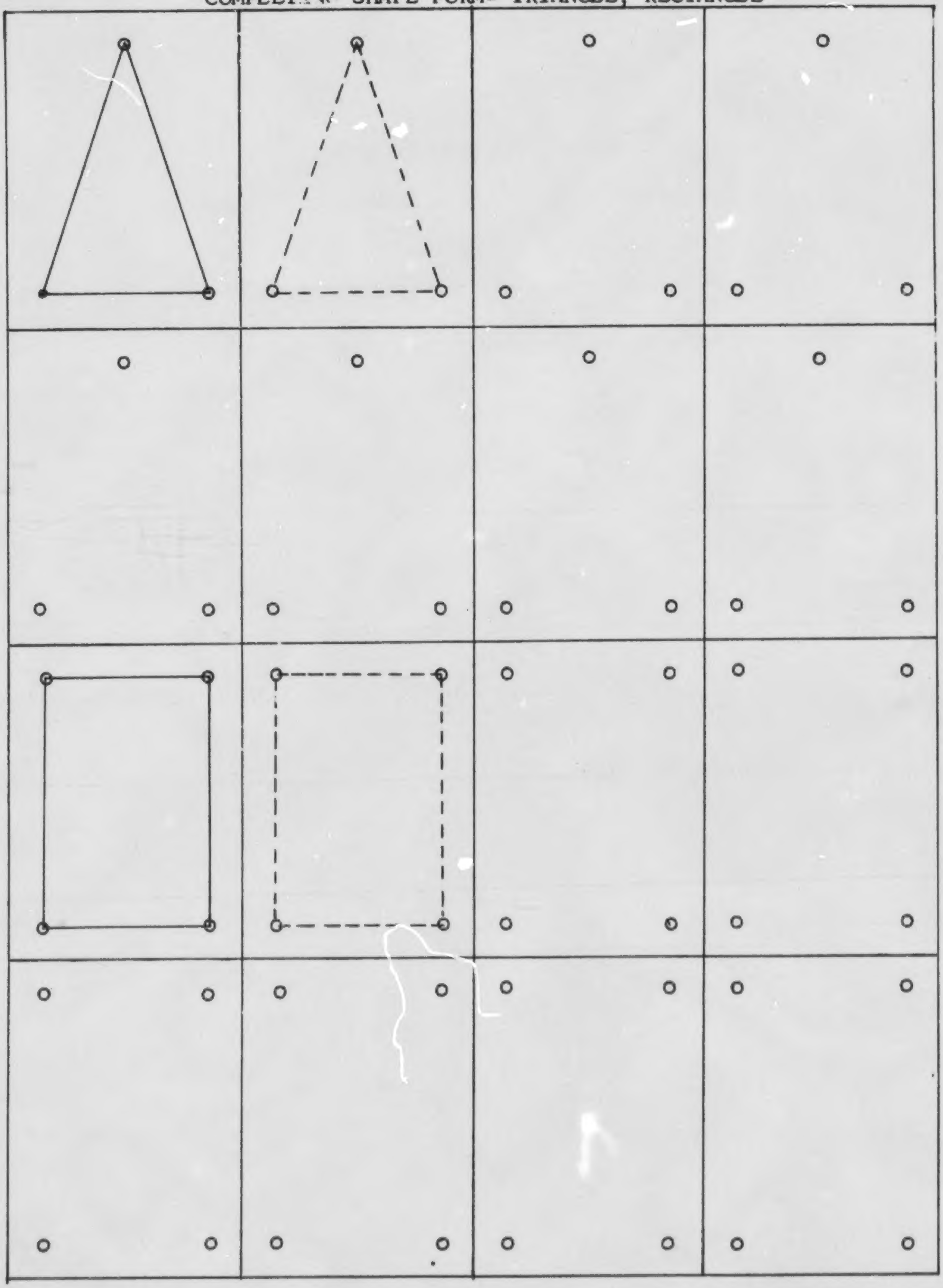
MASTER FOR REPRODUCTION B^1

SHADING SHAPE AREAS - SQUARE, TRIANGLE, CIRCLE

DIRECTIONS

Shade in the outside area of each geometric shape as illustrated in the first square.

COMPLETING SHAPE FORM- TRIANGLE, RECTANGLE



MASTER FOR REPRODUCTION C^1

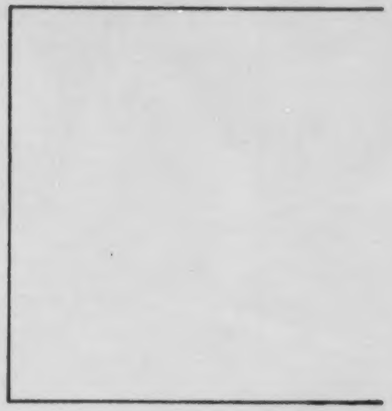
COMPLETING SHAPE FORM - TRIANGLE, RECTANGLE

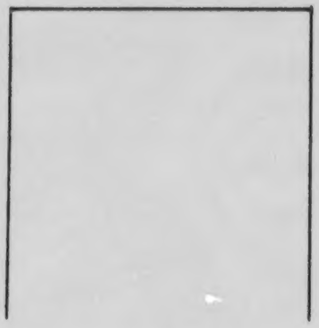
DIRECTIONS

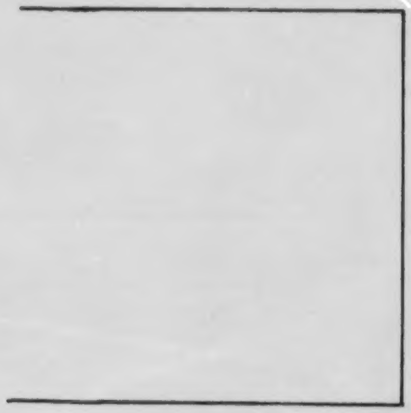
Connect the dots to make the triangle and rectangle shape as shown.

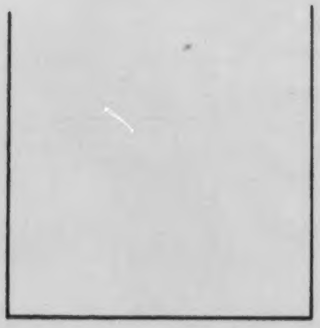
COMPLETING SHAPE FORM-SQUARE

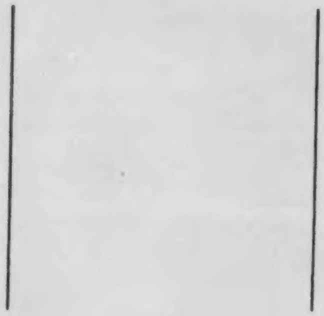
D1

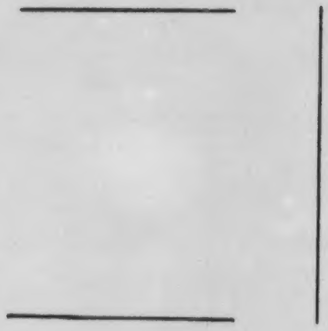












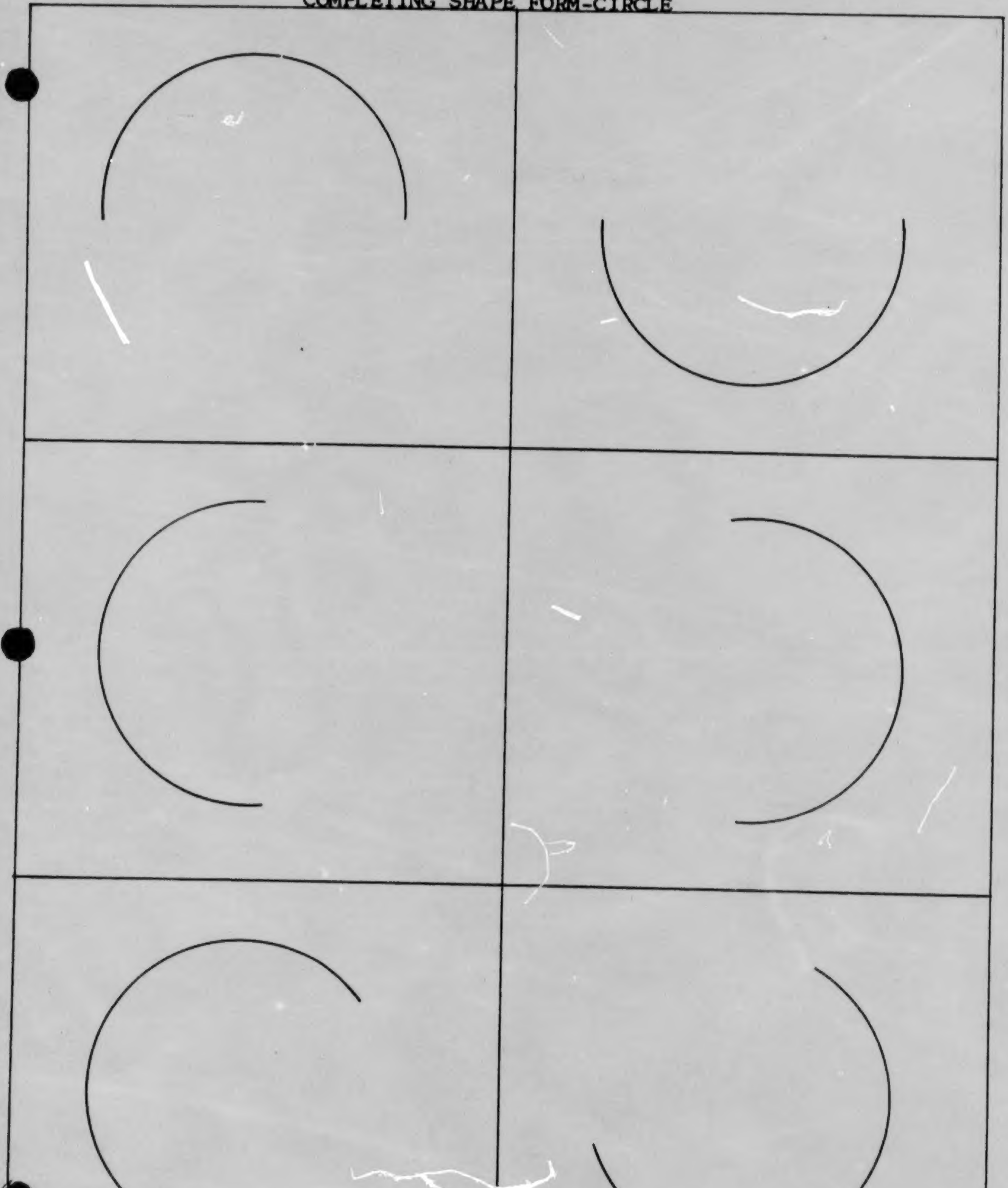
MASTER FOR REPRODUCTION D^1

COMPLETING SHAPE FORM - SQUARE

DIRECTIONS

Complete the drawings to make a square in each box.

COMPLETING SHAPE FORM-CIRCLE



MASTER FOR REPRODUCTION E^1

COMPLETING SHAPE FORM - CIRCLE

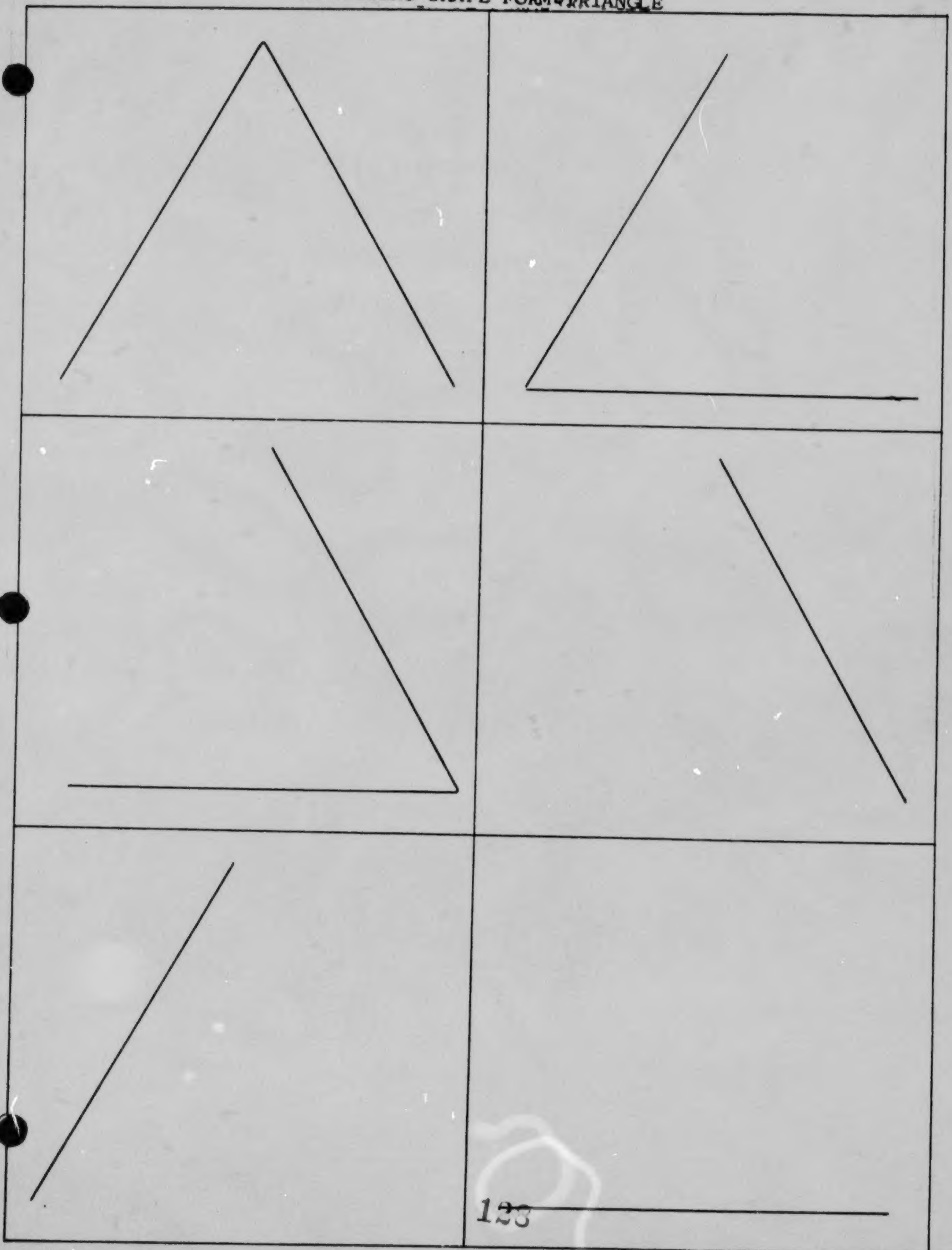
DIRECTIONS

Complete the drawings to make a circle in each box.

127

COMPLETING SHAPE FORM-TRIANGLE

F1



MASTER FOR REPRODUCTION F^1

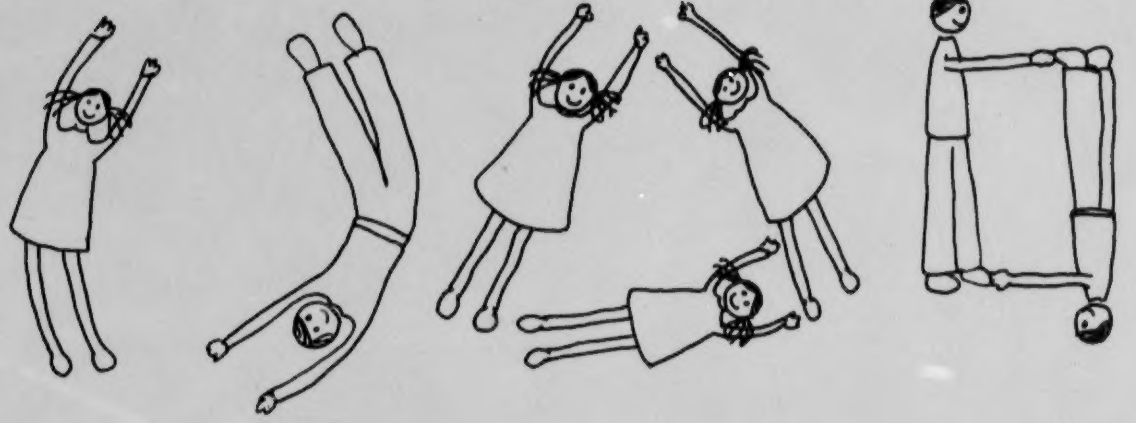
COMPLETING SHAPE FORM - TRIANGLE

DIRECTIONS

Complete the drawings to make a triangle in each box.

120

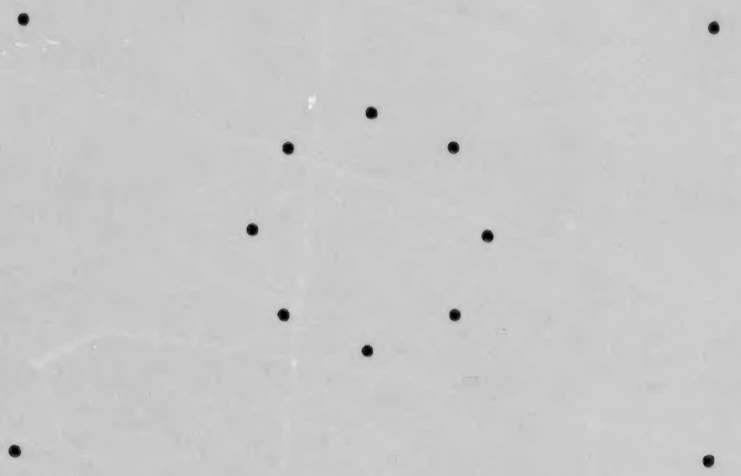
16. Create the various geometrical shapes by using the whole class. Children stand or lie forming the outlines of the figures.



17. Name a geometric form and have the entire class form that shape. Then have them move around the area in that formation.

18. Cut shapes from rubber matting or heavy paper and scatter them on the floor. Have each child stand on one shape, and on a signal everyone will run and stand on a different shape.

19. COMPLETING A SHAPE PATTERN - Have the child finish a pattern or a design on one dot square which has not been finished.



OBJECTIVES:

1. Utilizing everyday experiences with sounds, students will be able to distinguish between active listening and passive hearing.

2. The student will be able to make an auditory differentiation between a significant traffic noise and an insignificant background noise in the traffic environment when presented in complex sound environments.

CONCEPTS TO BE DEVELOPED: Hearing is the mere recognition of the sounds of the moving vehicles, while listening is the reaction to and interpretation of significant sounds. Some examples of listening skills are:

- association of policeman's whistle with the direction of traffic.
- identification of screeching tires and honking horns.
- realization of the amount of traffic.

SUB-CONCEPTS:

1. We hear with our ears.

2. We hear better with uncovered ears.

3. There are many different sounds around us.

4. We can often tell without looking what made the sound.

5. We can often tell what is happening by listening carefully.

EXPECTED OUTCOMES:

1. Discrimination between objects which do and do not make sounds.

2. Identification of sounds in isolation.

3. Identification of specific sounds from a group of multiple sounds.

TEACHER INFORMATION

AWARENESS OF SOUND - The development of the child's ability to realize that sounds have both SOURCE and MEANING is his awareness of sound. It is a vital stage of auditory development. Average kindergarten pupils have this knowledge.

DISCRIMINATION OF SOUND - This is the ability to listen to and describe specific sounds at various levels of complexity. Discrimination of sound (which may be gross or fine depending on the child's progress) involves four listening levels. Discrimination activities must be developed at all listening levels in the following order:

a. Response - Response is a conditioned reaction to sound. The child indicates he has heard the sound by performing a specific action such as dropping a marble in a box after the sound stimulus has been presented.

b. Association - Association is relating the object to the sound it makes. The child identifies, by gesture or speech, the object which has made the sound.

c. Differentiation - Differentiation is the discrimination between:
   (1) Dissimilar sounds - horn, bell.
   (2) Similar sounds - cowbell, jinglebell.

d. Identification - Identification is choosing the correct instrument when given several possible choices. Example: a drum, horn, bell, triangle, and whistle are presented to the child. One is sounded and the child identifies the correct one.

DISCRIMINATING OBJECTS THAT DO AND DO NOT MAKE SOUND

AFTER GIVING THE PRE-TEST, SELECT SOUNDS THAT CHILDREN HAVE DIFFICULTY IDENTIFYING AND USE THOSE SOUNDS IN THE FOLLOWING ACTIVITIES:

1. NAME THE SOUND - Place several objects in a paper bag. Have a variety of objects that do or do not make a sound. As the children pull them out of the bag, have them identify the object and explain whether or not it makes a sound. If it does make a sound, have the child pretend to give the sound it makes.

2. IMITATING TRAFFIC SOUNDS - Say, "Let's play an echo game. I'll tell a story and you answer after every line with the sound that you think the information has told you ti give."

At the corner I hear:

a. Big trucks with large wheels that go by. (Make sound.)
b. Big cars with big horns. (Make sound.)
c. Little cars with little horns. (Make sound.)
d. When all cars stop, you hear. . . (Make sound.)
e. When all cars go, you hear. . . (Make sound.)
f. Bicycles that go by with horns. (Make sound.)

3. WHAT DO YOU HEAR? The purpose of this game is to help the children focus their attention on sounds rather than to test whether they can identify them, so try to use sounds that can be heard clearly and are easily identified. Begin the activity by calling the children's attention to environmental sounds and naming them. Later say, "Let's all sit quietly, as quietly as we can. What different sounds can we hear?" (Car passing by, voice of the teacher in the next room, clock ticking, footsteps, dog barking, car horns, etc.)

12
1
2
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11

4. WHAT IS IT? Ask the children to close their eyes. Make familiar sounds and ask the children to identify each. The following things might be done and the sounds identified:

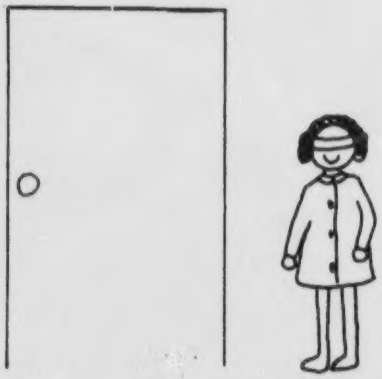
Tapping the desk with a pencil.
Writing on the chalkboard.
Clapping hands.
Whistling.
Crushing paper.
Knocking on the door.
Blowing a harmonica.
Tapping a glass.

After a little practice, one of the children may make the sound while the others close their eyes.

5. WHAT SOUNDS DO WE HEAR IN OUR CLASSROOM? This is a game in which the children close their eyes and listen to all the sounds they can hear while sitting quietly in the classroom. After a minute or two, they name the sounds they hear

6. NONVOCAL SOUND EFFECTS - Let the children try producing such sound effects ar rain (drumming fingers), wind (blowing through a tube), galloping horses (tapping sticks on a box or banging coconut shells together), ocean waves (letting sand slide back and forth in a box), fire burning (crackling cellophane). Tell or read a story, and let the children supply the sound effects.

7. IDENTIFYING PEOPLE - Who am I? Send one child just outside of the door or blindfold him and have him stand in front of the door. Point to a child, and have the child call out, "Who am I?" If the listener can tell who is calling, he says, "I hear Helen, or "I hear John." If he cannot identify the speaker in three guesses, he takes his seat and another child is chosen as listener.



8. WHAT CAN YOU FIND OUT WITH YOUR EARS? Note: Children should have listening experiences before engaging in this game. Select familiar sounds which occur frequently in the kindergarten environment. In the following game children are asked to guess what makes the sound. Let one child at a time stand behind a screen and make a sound. After the object is identified (or, in some cases, mis-identified) it should be sounded again in full view of the children.

9. WHAT HAPPENS WHEN YOU COVER YOUR EARS? Ring a bell behind a screen. Children listen and try to guess what is making the sound. Then show the bell and ring it in full view of the children. Ask the children to cover their ears with their hands. Ring the bell again behind the screen. Children discover that none of us hear as well when our ears are covered. Later, one child may make a sound while the others, including the teacher, close their eyes and guess. Vary this game with the production of two sounds, and ask if they are the same or different, and then identify them.

10. HOW DO YOU DO? One child is chosen to stand in front of the room with his back to the group. Motion to another child to come forward. As she approaches the standing child, she says, "How do you do, Tom." Tom, without turning his head, says, "How do you do, Joan." If he does not identify the speaker, she takes his place as guesser. He continues to be the guesser as long as he makes the correct identification. Holiday greetings such as "Happy Valentine's Day" or "Happy Halloween" may be used instead of "How do you do."

AUDITORY DISCRIMINATION

Post-test for Kindergarten
Pre-test for Grade One

Teacher or aide performs various sound activities with individual or in small group instruction. Child is blindfolded or teacher is behind a screen. Teacher checks off those sounds most suitable for her classroom. Outside sounds can be pre-recorded by teacher or upper grade students.

NAME OF STUDENT																																								
SOUNDS MADE BY PEOPLE (OTHER THAN SPEECH):																																								
1. Coughing																																								
2. Sneezing																																								
3. Crying																																								
4. Laughing																																								
5. Whistling																																								
6. Singing																																								
7. Humming																																								
8. Snapping fingers																																								
9. Signing																																								
10. Breathing of nearby child																																								
CLASSROOM SOUNDS																																								
1. Dropping books																																								
2. Moving chairs																																								
3. Knocking on a door																																								
4. Crumbling paper																																								
5. Slamming door																																								
6. Stamping feet																																								
7. Leafing through pages in a book																																								

AUDITORY DISCRIMINATION (Con't)																																								
8. Cutting with scissors																																								
9. Shaking paper clips in a glass																																								
10. Breaking a piece of chalk																																								
11. Rattling keys																																								
12. Snapping rubber bands																																								
13. Writing on the blackboard																																								
OUTSIDE SOUNDS																																								
1. Honk of car horn																																								
2. Rumbling of truck																																								
3. Whistle of trains or boats																																								
4. Screeching of brakes																																								
5. Train																																								
6. Airplane																																								
7. Fire engine																																								

OBJECTIVE: The students will be able to apply the one block rule in an actual street situation.

CONCEPT TO BE DEVELOPED: Cars must be at least a distance of one block away in order to allow enough time to cross most streets.

EXPECTED OUTCOMES:

1. An awareness of space, time, and distance relationships.
2. A more effective method of getting across a street safely.

1. BUILDING WITH BLOCKS - Building the concept of what a block is --Masters G^1 through K^1. This series of Masters for Reproduction is designed to be used in sequence to explain the basic rule in assessing adequate time to cross the street. That rule is: CARS MUST BE AT LEAST ONE BLOCK OF DISTANCE AWAY IN ORDER TO ALLOW ENOUGH TIME TO CROSS MOST STREETS. (This rule is subject to variations such as speed and length of the blocks involved, but is a good rule of thumb to follow.)

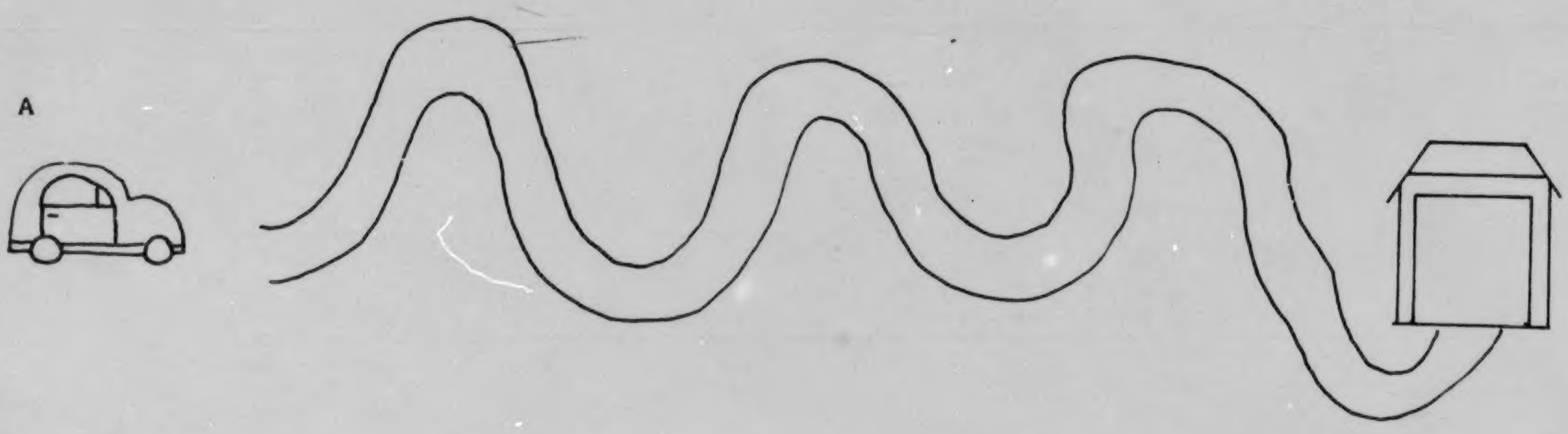
   In order to establish this, a child must first have an awareness of time and distance. To accomplish this relationship, the children must be familiar with the concept of a block as a measurement of distance and that even though a block has four sides, each side of that block constitutes a distance of one block.

   As a teaching aid, make overlays from the masters for an overhead projector for use along with the dittoes for the children.

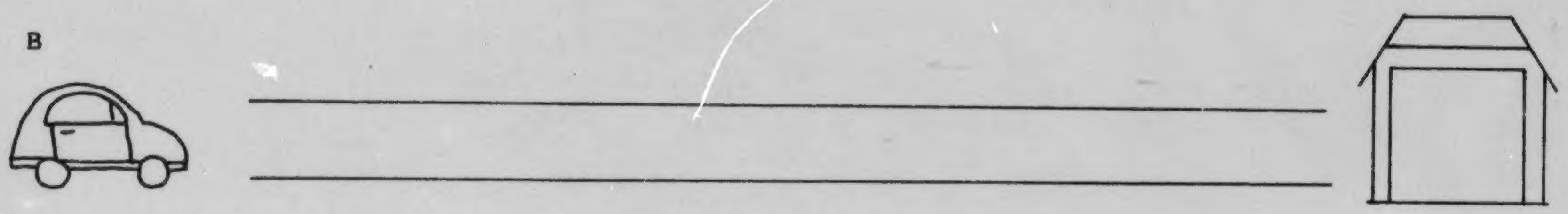
2. As a culminating activity, with parental permission, take the class outside in an actual street situation and have the children practice application of the rule.
   a. Have the children stand on a street corner and determine the distance of a block in both directions.
   b. Have the children watch for cars and ask the children to determine when cars pass the one-block point.
   c. Reinforce the fact that the cars must be at least one block away in order to allow enough time to cross the street.

THE MOST DIRECT ROUTE

A



B



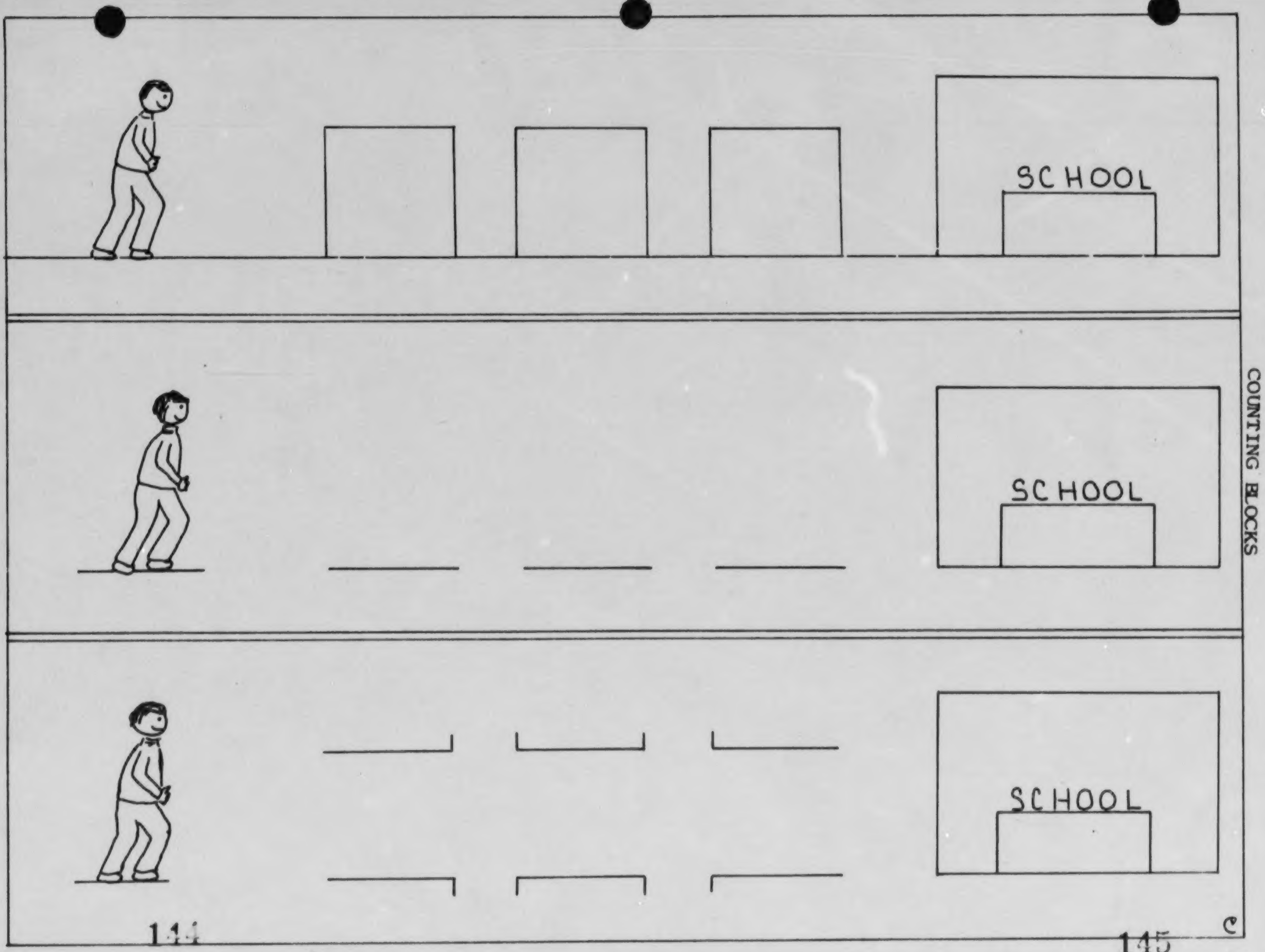
MASTER FOR REPRODUCTION G^1

THE MOST DIRECT ROUTE

DIRECTIONS

1. Using a crayon, have the children trace the path the car in picture A would follow to get to the garage.
2. Using a crayon, have the children trace the path the car in picture B would follow.
3. Discuss with the class which is the shortest route and why it is the shortest. (The shortest distance between two points is a straight line.)

COUNTING BLOCKS


SCHOOL
SCHOOL
SCHOOL

c

H 1

MASTER FOR REPRODUCTION H^1

COUNTING BLOCKS

DIRECTIONS

To build the concept of a city block as a unit of measuring distance:

1. In all sections, have the class locate the picture of the boy and the picture of the school. Elicit from children what forms they see between the boy and the school in each section.

   ASK: How many blocks do you see in Section A? (Three) Point to and count them with the class. In Section B how many lines are there? Can we call these block lengths?

2. Section B - Again locate the boy and the school. ASK: What do you see between the boy and the school? (Three lines, or only one side of a block.) How many blocks must the boy walk to get to his school? (Three)

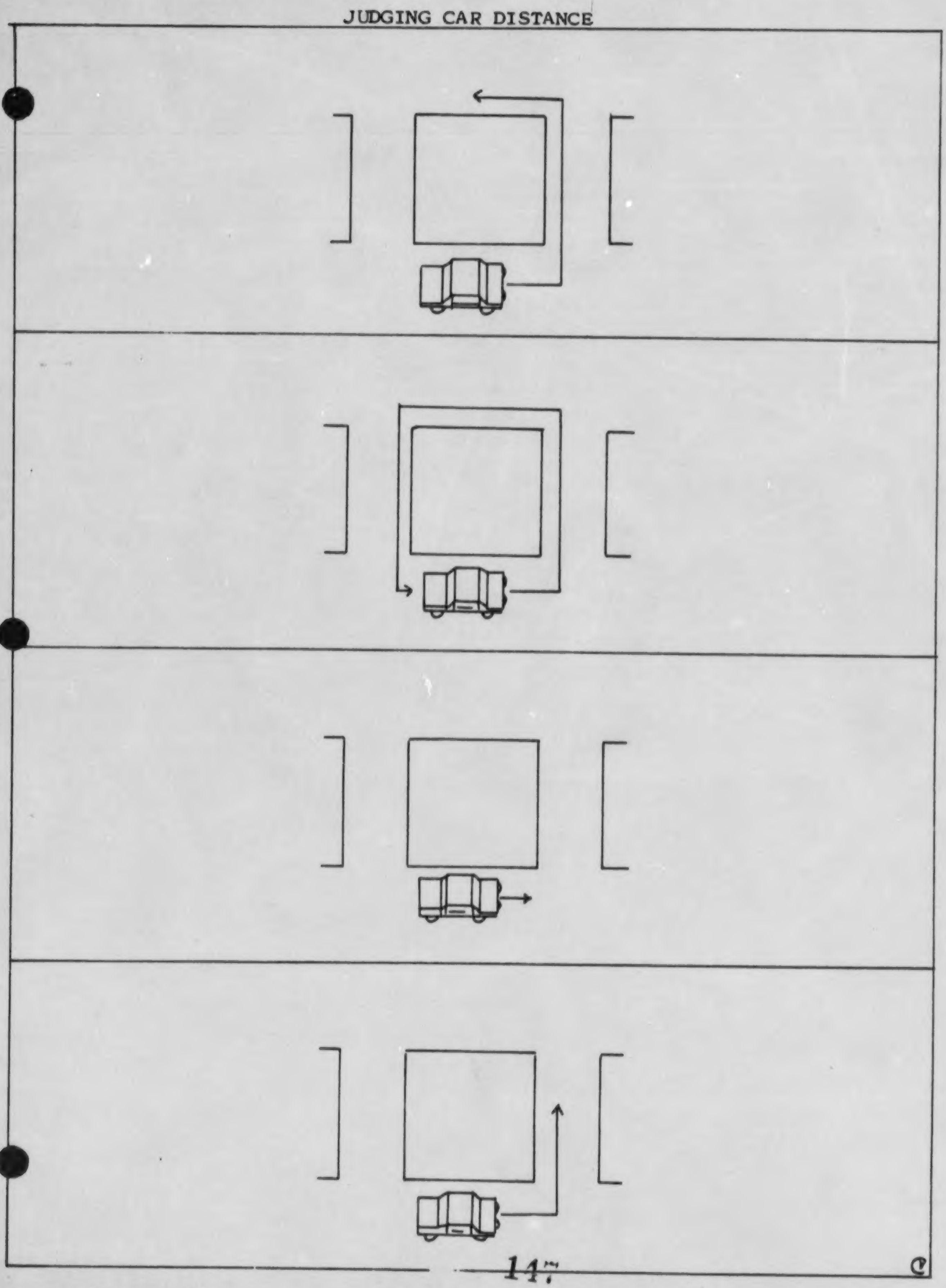
   Elicit from children that even though they see only one side of a block, we still measure distance in blocks, that each side of a block is a unit of measure. How many blocks must the boy walk to get to his school? (Count them with the children.)

3. Section C - After locating the boy and the school, ask: What do you see now located between the boy and the school? What does this illustration look like to you?

   Elicit from children that it now appears to be a street with blocks on each side. Ask? How many blocks will the boy now have to walk to school? Elicit from children that even though there are blocks on both sides of the street, the boy will still walk only three blocks.

JUDGING CAR DISTANCE

1^1



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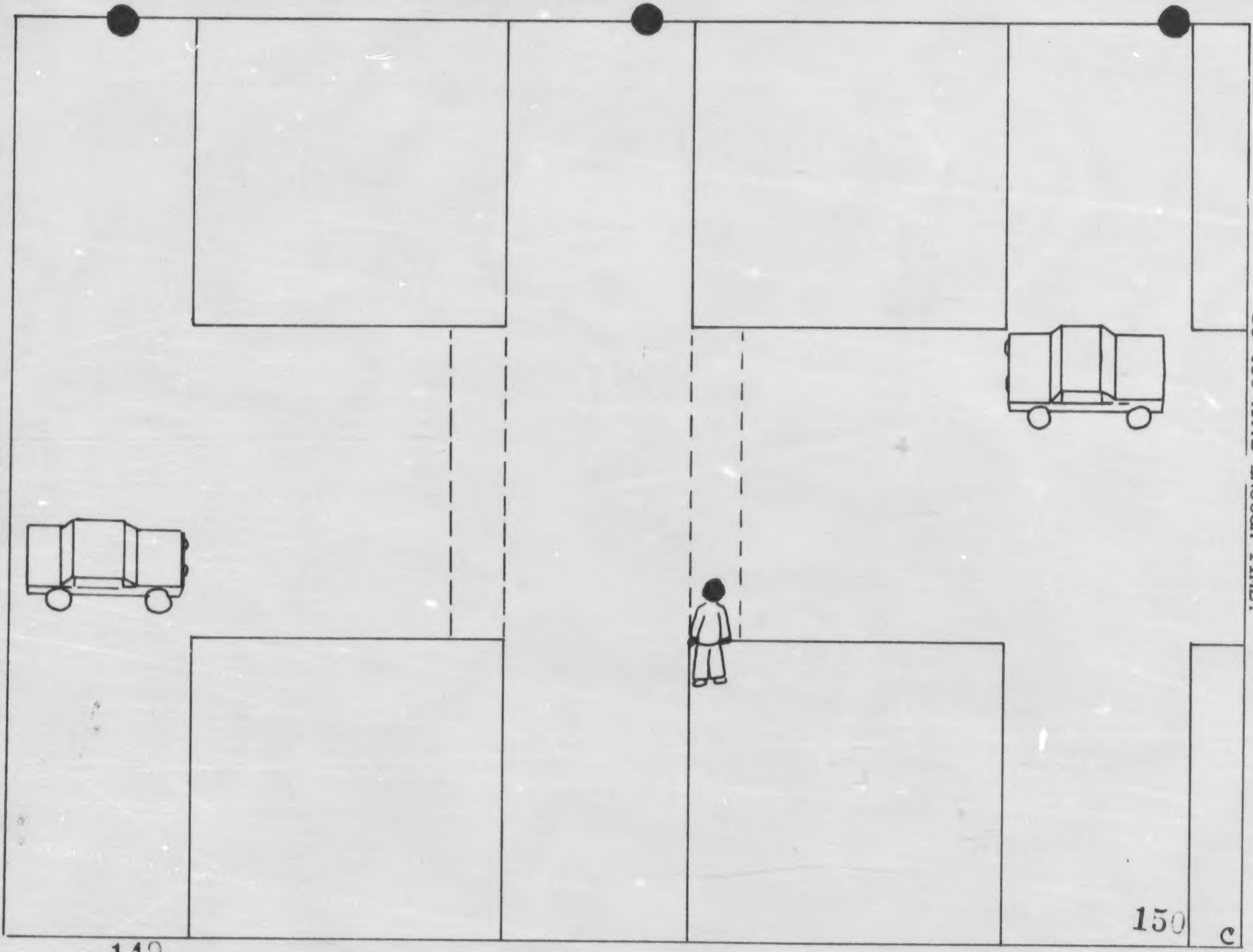
MASTER FOR REPRODUCTION I[1]

JUDGING CAR DISTANCE

DIRECTIONS

Look carefully at each picture. Which car will travel the farthest distance if it completes the path as outlined by the arrow? Color that car blue. How many blocks did it travel? Count the blocks with the class. Which car will travel the shortest distance if it follows the path as outlined by the arrow? Color that car green. How far will that car travel?



DO YOU HAVE ENOUGH TIME?

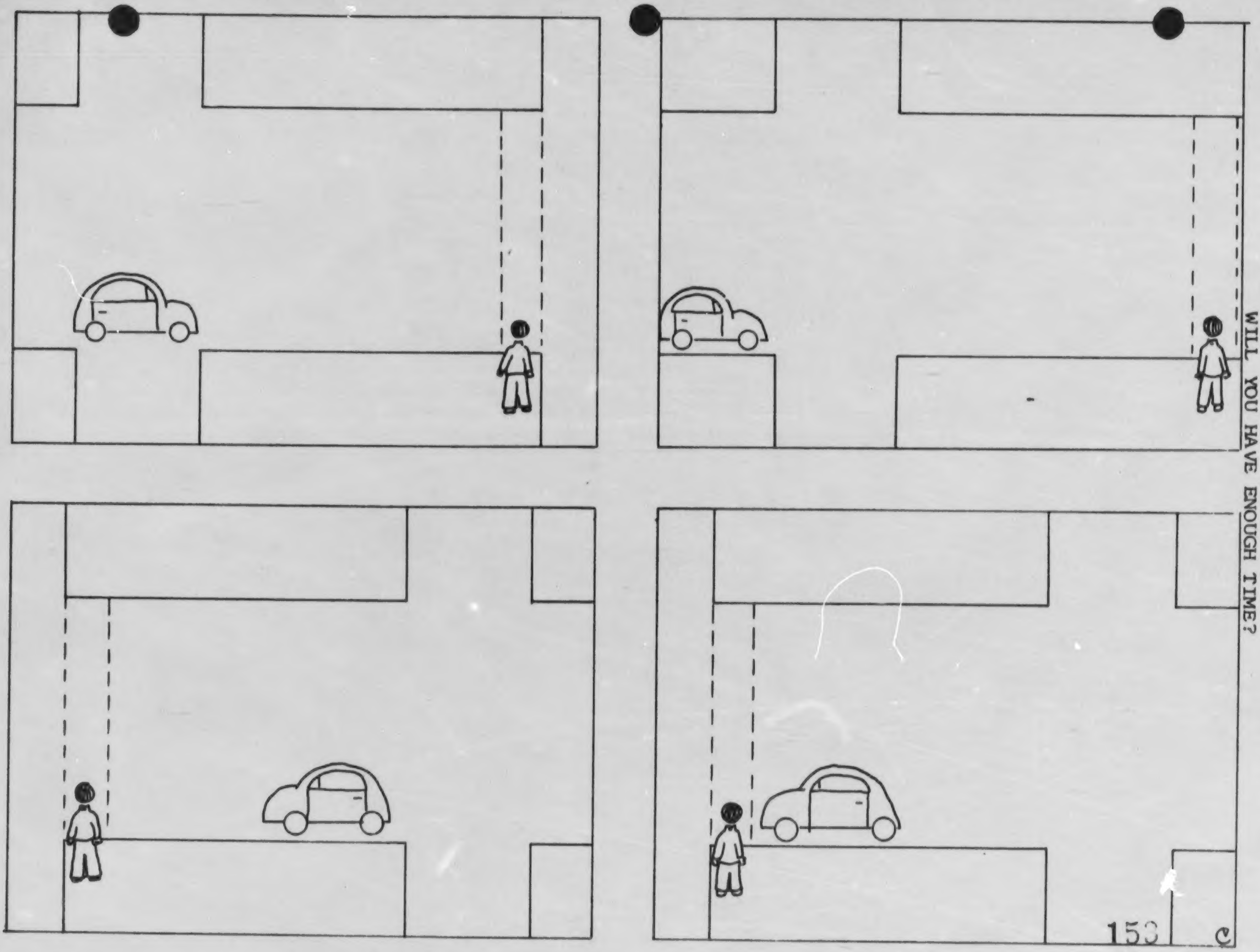
MASTER FOR REPRODUCTION J^1

DO YOU HAVE ENOUGH TIME ?

DIRECTIONS

RULE: IN ORDER FOR CHILDREN TO HAVE ADEQUATE TIME TO CROSS THE STREET, THE CARS IN BOTH DIRECTIONS MUST BE AT LEAST A BLOCK AWAY.

Have the children put their finger on the picture of the child standing on the corner of the block. Have the children locate the car on their left. How far away from the child is it? Have the children locate the car on the right. How far away is it? According to the rule, will the child in the picture have adequate time to cross the street? (This is, of course, subject to variations such as the speed of the cars involved as well as the length of the blocks involved.)


WILL YOU HAVE ENOUGH TIME?
153 c

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K1

MASTER FOR REPRODUCTION K^1

WILL YOU HAVE ENOUGH TIME ?

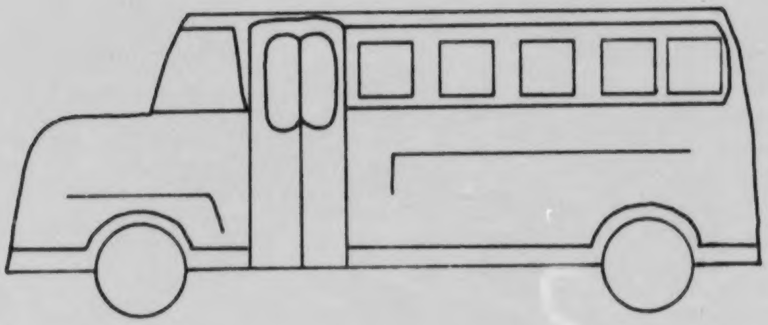
DIRECTIONS

Direct the children to put one finger on the picture of the boy and one on the picture of the car.

Ask: How far away is the car? (One block.)
Does this child (according to the rule) have adequate time to cross the street?

Follow the same procedure for each picture. As a final task, direct the children to color the car green if the child has adequate time to cross the street. Color the car red if the child does not have adequate time to cross the street.

SCHOOL BUS SAFETY ACTIVITIES



UNIT OBJECTIVES:

1. The students will be able to discriminate between the desired and undesired behavior and identify its effects upon the school bus driver, himself and other passengers.

2. The students will apply rules for waiting, entering, riding, and exiting the school bus.

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OBJECTIVES: Having experienced a series of activities concerned with interpreting the recommended procedures while waiting at the bus stop, the student will be able to act out these procedures when asked to do so.

PROCEDURES AT THE BUS STOP

1. Know what time the bus will be ready to pick you up.
2. Be ready on time.
3. Plan to leave home at the same time each day.
4. Be at your bus stop at least 5 minutes before the bus. Avoid being at the bus stop too early.
5. If there are no sidewalks and you have to walk in the street- FACE TRAFFIC and walk in a single line.
6. Stay back away from the curb at least your arm's length or more.
7. At the school bus stop - don't wait or play in the street.
8. Wait until your bus comes to a FULL STOP.

1. MASTER FOR REPRODUCTION

   A - My Bus

2. RHYTHM BAND ACTIVITY - Select a familiar song that utilizes different rhythm instruments at different intervals during the song. Select children and distribute instruments. Discuss with the children when they are going to play (come in) during the song. Practice the song so that the children know WHEN TO COME IN AT THE RIGHT TIME. When song is completed discuss how knowing when to come in at the right time enhanced the music. Parallel coming in on time with being on a given schedule. Elicit: What would happen to the song if the children didn't play their parts on schedule? Lead into discussion of being on schedule - coming in on time when the school bus arrives.

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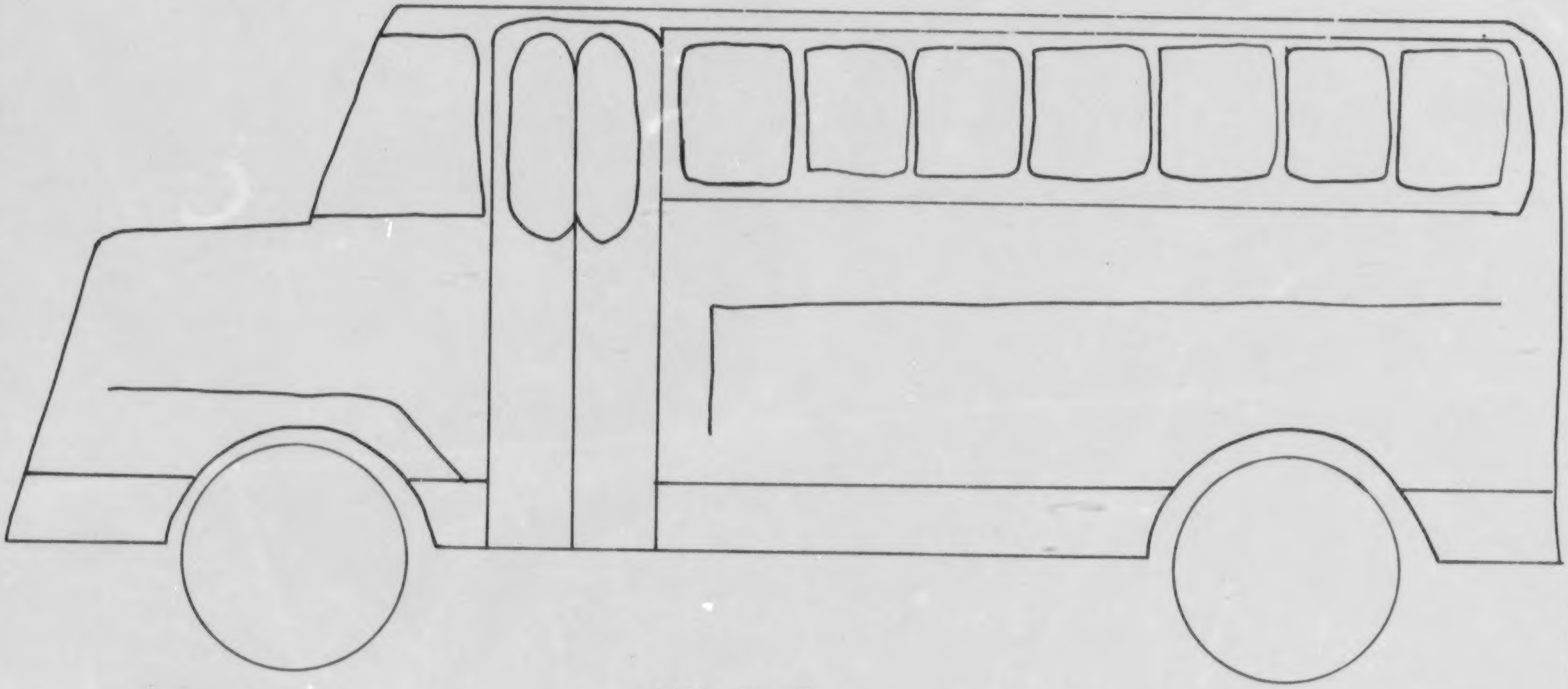
MY BUS



MY BUS

e

A

MASTER FOR REPRODUCTION A

MY BUS

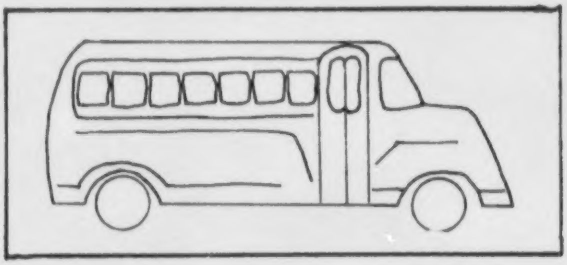
DIRECTIONS

Have students color the school bus yellow-orange. They can draw faces in the school bus windows.

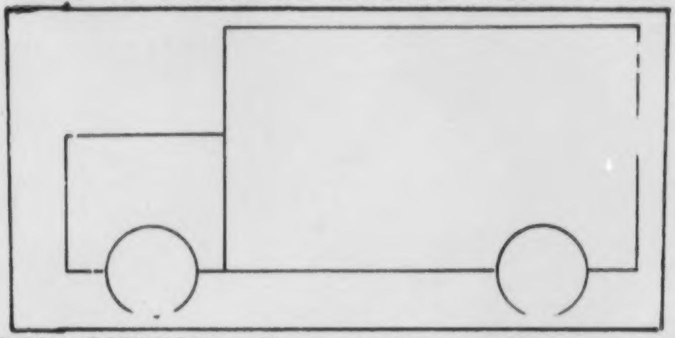
3. DO WE ALL GET READY AT THE SAME TIME? - You or the students can construct a large drawing of a school bus and place it on the chalk or bulletin board. Children construct color pictures of THEMSELVES which they cut out. Children should be aware of what time they get picked up for the school bus. Parents can write it down or you may have schedule. When pictures are completed the student brings his portrait up and announces the time that he or she boards the school bus. You may write it down next to the child's picture. Pattern emerges that not all children leave at the same time for the same place (school). Discussion follows as to routing and importance of being READY at the school bus stop.

4. WHEN DOES THE BUS COME TO A FULL STOP? - Discuss with the students what the words FULL STOP mean. Illustrate a toy car coming to a stop sign, slowing down, but not stopping. Elicit: he has NOT come to a FULL STOP. Demonstrate using races or relays that students who do not slow down when coming to the finish line have not come to a FULL STOP. Children should physically experience this so that they can feel the difference between slowing down and stopping completely. Relate this to the school bus and how it feels when it comes to a FULL STOP at the corner. EMPHASIZE THE FULL STOP concept when children stop to board and also EMPHASIZE that they are not to leave their seats before exiting unless the bus has come to a FULL STOP. Students can role play being the bus.....starting up, riding, slowing down, and FULL STOP.

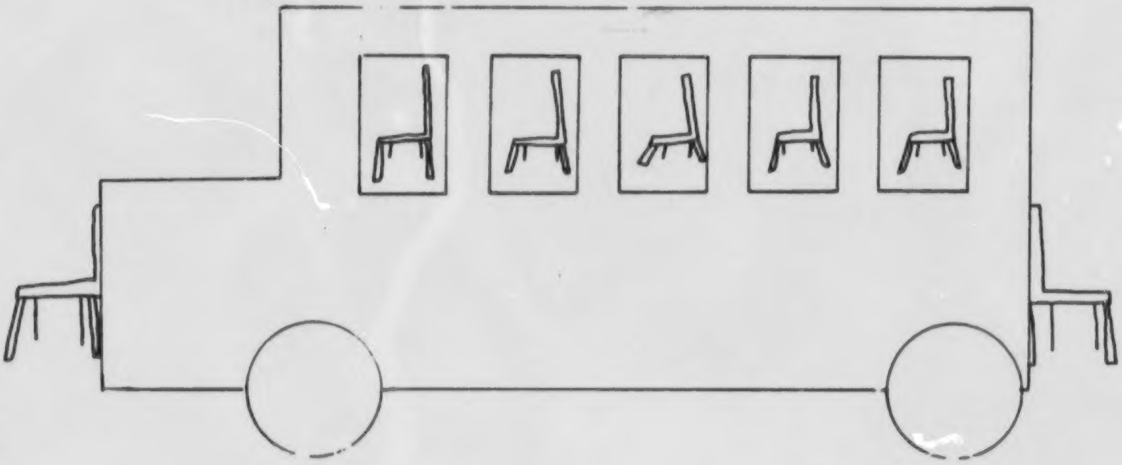
5. PAPER FOLDING ACTIVITY - Students fold a 10" X 12" yellow piece of construction paper lengthwise into fourths. Bend paper so that it meets end to end and glue ends together. Use black construction paper to cut out wheels, windows and any other identifying features. Paste them on school bus body. Bus models can be used for table decoration or on a bulletin board titled "BUSES ON THE GO."



6. BOX CONSTRUCTION - Make school buses. Have the children work in small groups on this project. For each bus, you'll need one shoebox and a smaller box. (Discard both lids.) Turn the boxes upside down and cover them with yellow construction paper. Glue and/or staple the smaller box to one end of the big one. Glue on cardboard wheels. Add details.



7. DRAMATIZATION SCENERY - You or the students can paint a large piece of cardboard yellow. Windows are cut out. Tape the ends of the bus to two chairs for support. Use chairs as school bus seats behind the filled in area. Dramatization can take place in this setting. If cardboard is not available, butcher paper can be used in its place.



8. MASTER FOR REPRODUCTION

B-Getting to the School Bus Maze

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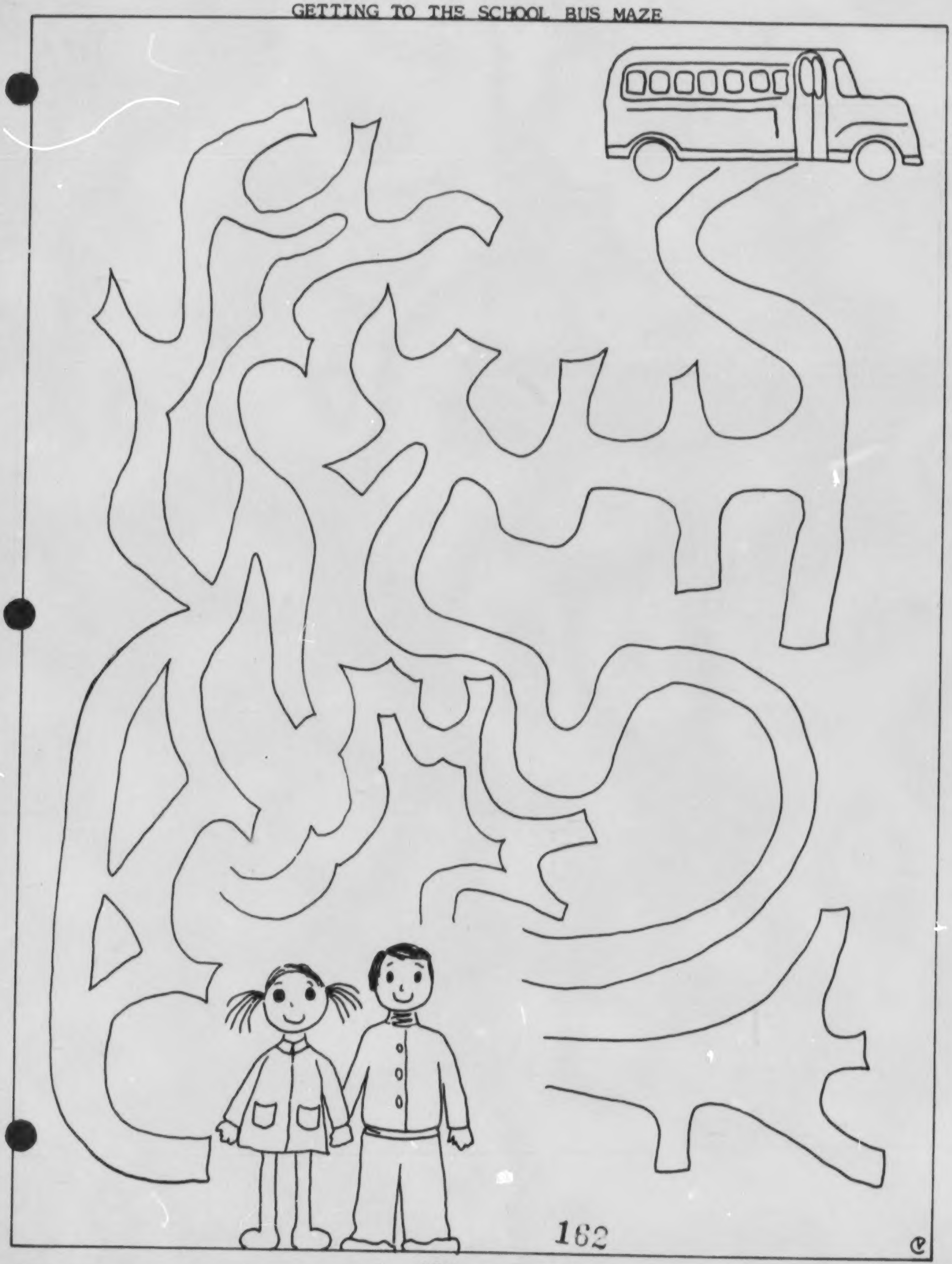
GETTING TO THE SCHOOL BUS MAZE

B



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MASTER FOR REPRODUCTION B

GETTING TO THE SCHOOL BUS MAZE

DIRECTIONS

Have students trace a path to get them to the school bus doors.

OBJECTIVE : Having experienced a series of activities concerned with knowing and interpreting the recommended procedures for entering a school bus, the student will be able to act out these procedures when asked to do so.

PROCEDURES FOR ENTERING THE SCHOOL BUS

1. Wait for school bus doors to be opened.
2. Keep one hand free to use the handrail.
3. Allow the smaller children to be in front of the line.
4. Leave space between each child in case of:

    abrupt halt by another child.
    child picking up fallen object.
    child in front missing a step.

5. Take seat promptly.

1. FINGERPLAY

SCHOOL BUS

FIVE LITTLE CHILDREN ON THEIR WAY TO THE BUS,

(Hold right hand up; fingers straight.)
(Then make a fist with the hand.)

THE FIRST LITTLE CHILD SAID, "TO BE ON TIME IS A MUST."

(Raise little finger.)

THE SECOND LITTLE BOY SAID, "WHILE WALKING, LOOK AT EACH STREET SIGN."

(Raise the next finger.)

THE THIRD LITTLE BOY SAID, "AT THE BUS STOP, FORM A LINE."

(Raise next finger.)

THE FOURTH LITTLE BOY SAID, "HOLD THE HANDRAIL AS WE GO INSIDE."

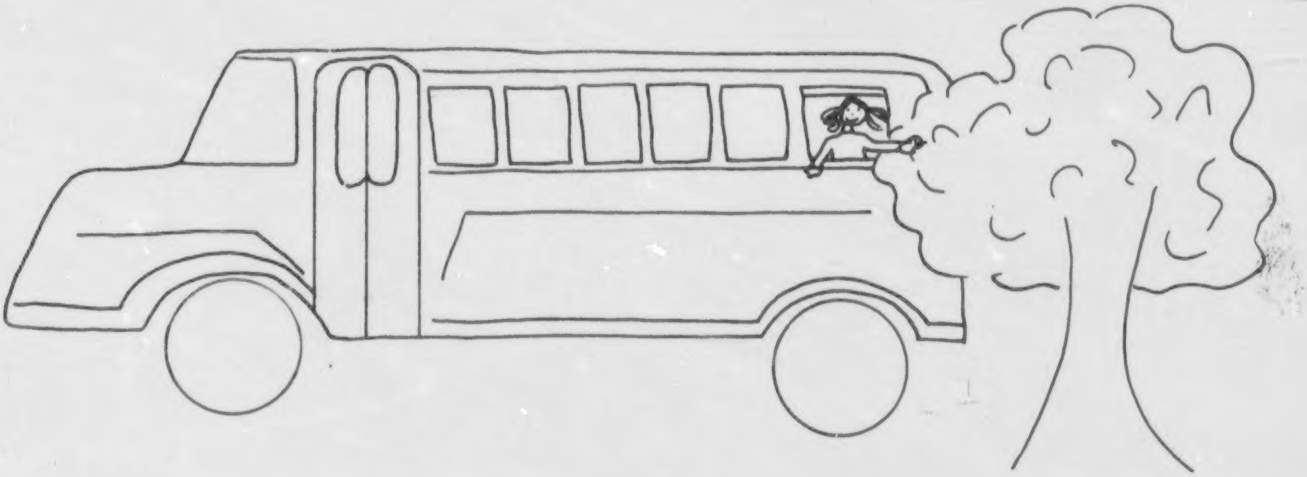
(Raise next finger.)

THE FIFTH LITTLE BOY SAID, "IN OUR SEATS AND WE ARE READY FOR THE RIDE."

(Raise the thumb, move arm so that hand is in a sideward position, cup hand downward, and move it forward like a vehicle.)

2. DRAMATIZATION

Arrange seats similar to bus seats and have students sit on them. Other children may stand close to the side of the seats and pretend to be obstacles such as trees. Construct cardboard arms and have children illustrate that hanging arms (cardboard) out the window can touch obstacles and injure themselves. A vivid example is an arm (cardboard) being ripped off by a hanging limb (child who is tree).



3. POEM DRAMATIZATION

Cut a square out of the center of a piece of cardboard. The frame will serve as a window. Set this up so that it will stand by itself. Children dramatize poem below:

> SCHOOL BUS WINDOWS ARE MADE OF GLASS
> SOMETIMES TRIMMED WITH METALS LIKE BRASS,
> IF A WINDOW IS OPEN BE AWARE
> NOT TO TOUCH IT OR TAKE A DARE.
> WINDOWS ARE FOR PEOPLE TO VIEW
> AND CERTAINLY NOT TO THROW THINGS THROUGH!

4. BULLETIN BOARD

On a large piece of construction paper, the teacher draws the outline of a school bus. Include doors, windows, tires, etc. The students color the bus with yellow crayons and cut out the windows. On an 8' X 10' piece of manila paper, the children draw their own faces and then cut them out. The faces are glued to the open windows. The bus is mounted on the bulletin board. The following headings can be used:

RIDING ALONG - THE BUS AND US - ALL ABOARD

5. PROP BOX

Use a durable cardboard container with handles, i.e. (beer case) to hold materials. Items that pertain to the school bus or school bus driver are placed in the box. For example: rear view mirrors, steering wheel, hubcaps, bumpers, seat, etc.

6. WHICH PART AM I?

Assign different parts of a bus for children to construct. For example: windows, tires, mirror, seat, hubcaps, etc. When bus part is completed, the children place them one at a time on a bulletin board. Discussion can follow as to the importance of the part that was constructed and its function. A riddle can be made up so that classmates may guess what part of the bus the child has constructed.

7. FELT BOARD ACTIVITY

Teacher prepares objects made from felt that the child sees near a "typical" school bus stop. For example: sidewalk, cars, stop signs, signal lights, etc. The class is divided into two teams. The teacher places an object near a school bus on the felt board. A team member guesses the object. If he is correct, he receives one point. If he can tell its importance or function, award another point. The team with the largest number of points wins.

8. DRAMATIZATION WITH THE FELT BOARD

A school bus stop is displayed on the felt board (as above activity). Students can dramatize situations that may take place in that setting.

OBJECTIVES : Having experienced the learning activities explaining the procedures for riding on the school bus, the students will be able to role play those procedures when requested to do so.

PROCEDURES FOR RIDING ON THE BUS

1. Stay quietly in your seat.
2. Save snacks and homework for later.
3. Put books or bundles where they can't slide or fall.
4. Keep your arms and legs out of the aisles.
5. Try not to carry big or heavy things on a bus.
6. Your head, hands, and bundles are safest inside the bus.
7. Avoid:
    - obstructing the path
    - rolling objects
    - spilling lunches and slippage
    - throwing objects
8. Remain seated while bus is in motion.
9. Don't talk to driver except in emergencies.
10. Don't talk at all when bus is near RR crossing.

1. FINGERPLAY

RIDING

FIVE LITTLE CHILDREN SITTING ON A BUS,

(Raise left hand with fingers extended outward.)

THE FIRST GIRL SAID, "STAYING IN YOUR SEAT IS A MUST,"

(Raise the little finger on the left hand.)

THE SECOND GIRL SAID, "UNDER YOUR SEAT BUNDLES GO."

(Raise the next finger.)

THE THIRD GIRL SAID, "HANDS ARE KEPT INSIDE THE WINDOW."

(Raise the next finger.)

THE FOURTH GIRL SAID, "ON THE BUS DON'T YELL OR SHOUT."

(Raise the next finger.)

THE FIFTH GIRL SAID, "AFTER A FULL STOP WE CAN GET OUT."

(Raise the thumb, and then wiggle the fingers of the hand to make them resemble people who are walking.)

2. TO SIT IS SAFE! Stand three to four blocks on end in a small wagon. Pull it and have it stop suddenly. Blocks fall forward. Pull wagon with blocks around a curve quickly. Blocks fall out of wagon. Elicit: if the blocks were students standing on a school bus, what would have happened to the students?

YOU BE THE JUDGE! Children observe the behavior of other students on their bus route. Observations may include good models and undesirable models. Students should be able to distinguish orally, the kinds of behavior they witness on the school bus. The teacher will write their comments on an experience chart. A comparison can be made. Emphasis on the good model should be stressed.

3. MASTER FOR REPRODUCTION

C-Which is Better?

4. PIPE CLEANER PUPPETS FOR DRAMATIZATION. This activity will help children visualize that they must follow county procedure for entering and exiting the school bus. The teacher cuts a school bus shape from a yellow piece of construction paper and mounts it on clay. The proper procedure for that particular school district is then explained to the children. Children working in pairs role play the proper procedures. Encourage them to be critical if their partner makes an error. Teacher may ask for volunteer pairs to use procedure as model for entire class. Activity can be repeated using puppets.

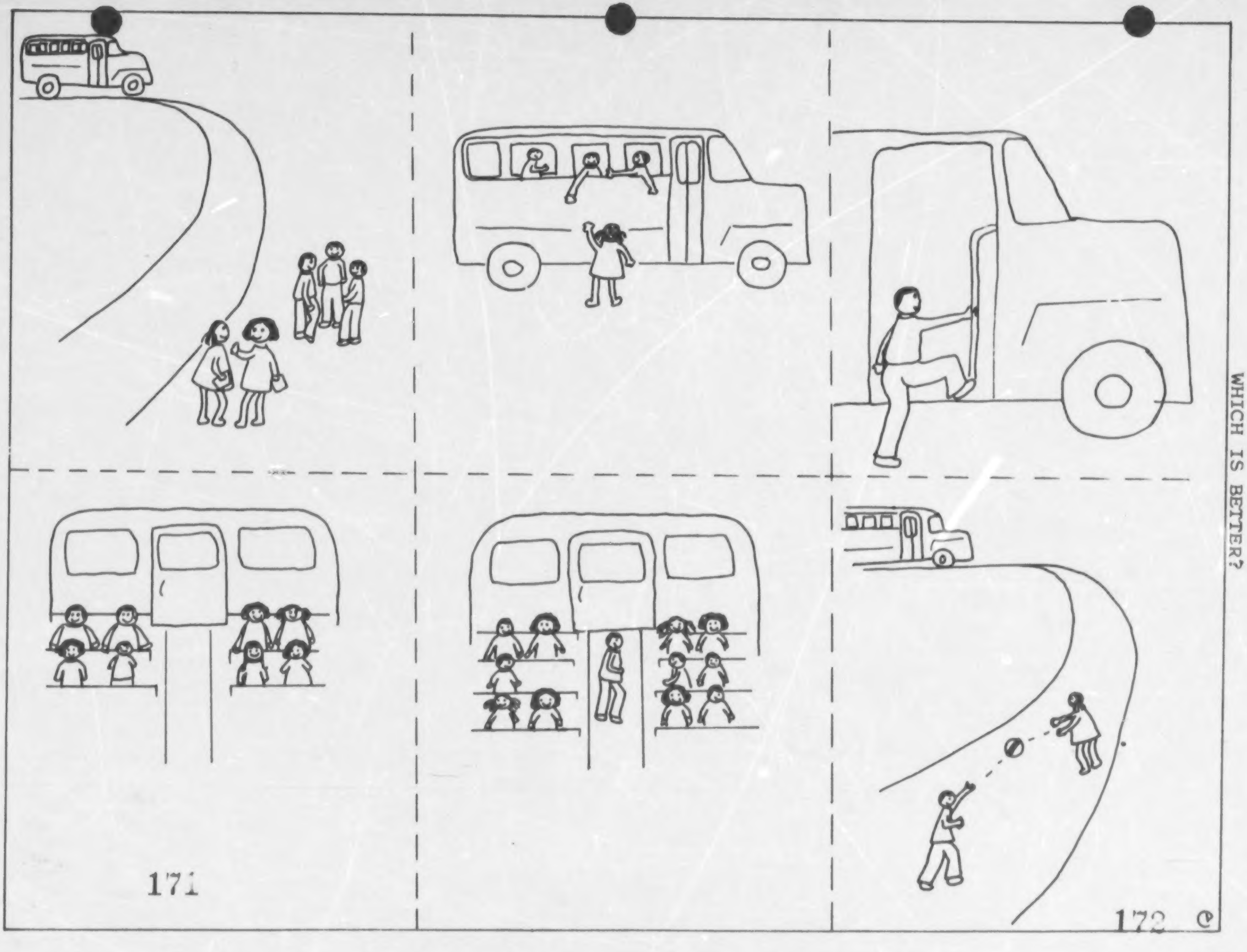
NOTE: PROCEDURES VARY IN EACH COUNTY. CHECK YOUR LOCAL COUNTY FOR YOUR SPECIFIC PROCEDURES. RESOURCE PERSON: TRANSPORTATION SUPERVISOR.

5. THE SCHOOL BUS DRIVER. The following are usually available to the class and can give a presentation. Have the children prepare questions they would like to ask and list them on an experience chart.

SCHOOL BUS DRIVER
COUNTY TRANSPORTATION SUPERVISOR
PEDESTRIAN SAFETY STAFF - MARYLAND STATE DEPARTMENT OF EDUCATION

6. INTERVIEWING THE SCHOOL BUS DRIVER. The children can interview their particular school bus driver and gather the following information: Assign one question to each child.

Name
How many children does he/she pick up each day?
How long does his route take him in hours/miles?
How can they help him to make the job easier for him/her?



WHICH IS BETTER?

C

MASTER FOR REPRODUCTION C

WHICH IS BETTER?

DIRECTIONS

Discuss each picture with the students. Have them cut out the pictures on the dotted line and paste all the desirable bus behavior on one side of a sheet of paper and all the undesirable behavior on the other side of the paper.

7. FIELD TRIPS - Whenever the children take a field trip, allow them time to go out and become acquainted with the school bus. Point out the following:

Fire extinguisher
Emergency door
Hand rails
Windows
Regular door
Bars that protect seats

8. RECORDING SOUNDS - Tape record the children during free play. Play back the tape during resting period. Ask the children to distinguish what they hear. Is this appropriate noise for the playground? (Yes) Would this same noise be appropriate for the school bus? (No) Why not? What may this amount of noise do to the school bus driver? Is any one person making the noise? Elicit: A COMBINATION OF SMALL NOISES MAKES ONE BIG DISTRACTION.

9. RIDDLE -

I AM YELLOW.
I HAVE WHEELS.
I MOVE.
I TAKE PEOPLE TO DIFFERENT PLACES.
WHAT AM I?

Place an outline of a school bus on a felt board or a transparency. Place a school bus driver next to the school bus. Discussion of who he/she is and what he/she does should follow. Emphasize that the driver is a person with emotions as well as a person who has a most important job to do.

10. PICTURE HUNT. Ask the children to look for pictures of buses in magazines. Discussion of similarities and differences between the commercial busses and school busses follows. An experience chart can be made using the following lead-off questions:

Do these busses look the same?
How are they the same?
How are they different?
What job do each of them have?

11. DO YOUR OWN "BUS" THING! Children can design a bus of their own. Let their creativity be their guide and accept any reasonable facsimile. Facts to be considered:

How will people get off and on this bus?
Where will they sit?
Who or what will drive this?
Where will the driver be located?
How will it get you to where you want to go?

OBJECTIVES: When requested to do so, the student will be able to physically demonstrate the procedure (local county) for exiting the school bus.

PROCEDURES FOR EXITING

Since procedures for exiting vary from county to county, please check the proper procedure for your school and county and explain it to your students.

INFORMATION ON LOADING AND UNLOADING SCHOOL BUSES FOR THE STATE OF MARYLAND:

Baltimore City - The school bus pulls over to the curb at established transit bus stops, and the children exit and cross the street as pedestrians. No flashing warning lights are used, and cars can pass the school bus when it is stopped.

Baltimore County - If it is necessary for a child to cross the street before entering or after exiting the school bus, the child must make the crossing as a pedestrian. When the school bus stops to pick up children, it will flash its warning lights and cars coming from both directions must stop.

Counties other than Baltimore County - The school bus flashes warning lights as children enter and exit the school bus. When the children cross in front of the school bus, they should cross approximately five steps in front of the bus. If it is necessary for the child to cross the street, the driver will wait for the child.

* Emphasize to children that if they happen to drop any of their personal belongings near or under the bus, they should notify the driver and/or wait until the bus has gone before they attempt to retrieve that lost object.

1. SCHOOL BUS PHYSICAL EXERCISE - Have children get down on their hands and knees to represent school buses. Buses move to pick up and let off boys and girls. Children move forward. After a few moments, tell them to stop and pick up students.

They must open their doors to let in students. Right hands across their stomach means the doors are closed. Swinging arms straight out from their bodies means the doors are open. After the bus is filled, they can go on. The bus goes fast and slow. Slow down before a full stop, and go fast between stops. A horn warns pedestrians and motorists. They can use their horns when they feel it is necessary. An area of the room can be set aside for the school loading area. Indicate this to the children and tell them to pull up in front of the school and unload their children.

2. BUS ROUTES - Large pieces of butcher paper may be placed in various positions on the floor to form city blocks. Homes and other buildings may be drawn on the paper. The children are assigned different sections for a bus route. They can show the stages of a bus going through its route as well as showing what a bus does at the beginning of its route.

3. MASTERS FOR REPRODUCTION

D - Song - The Wheels of the Bus

E - At the Stop

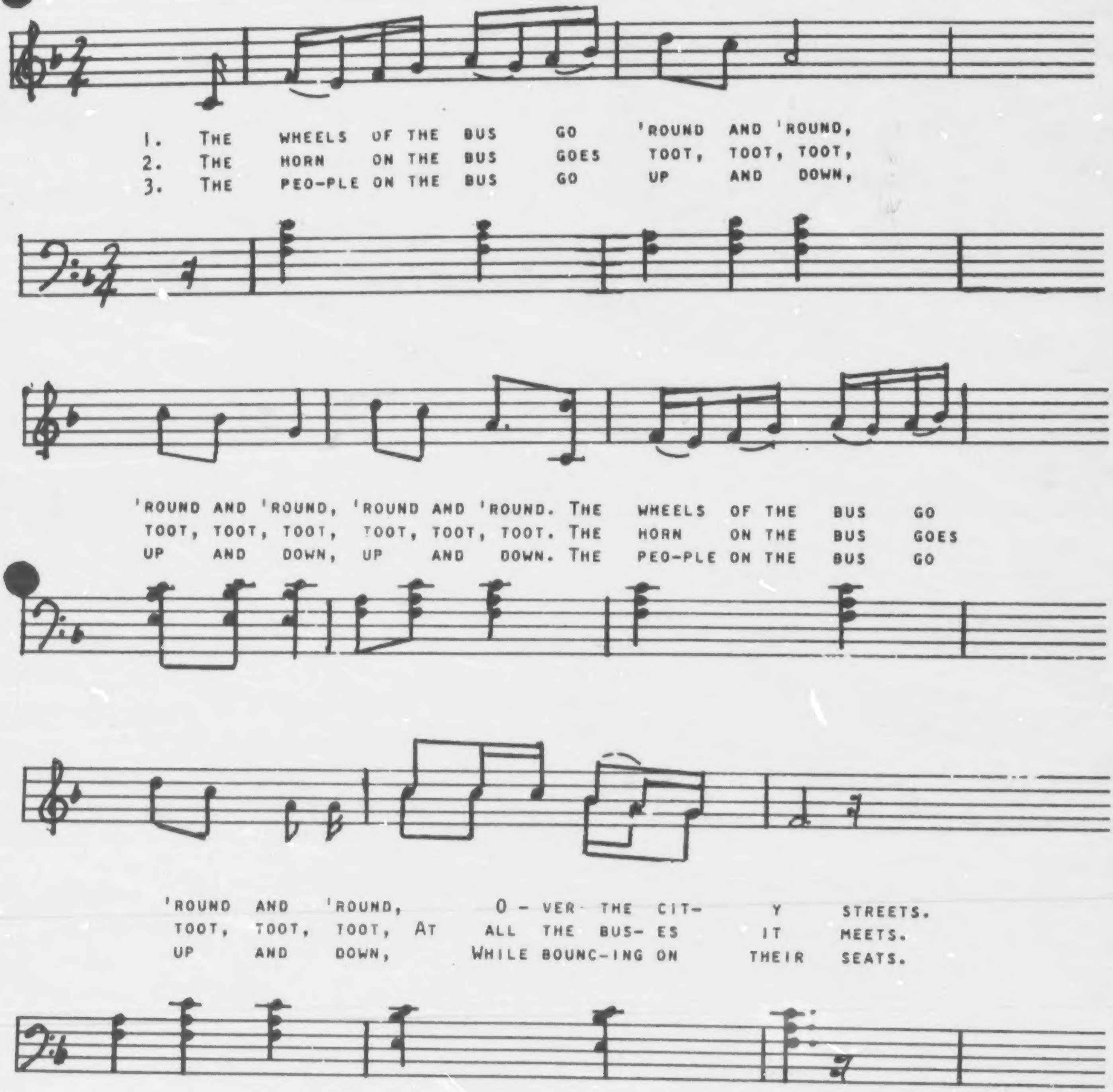
F - Entering

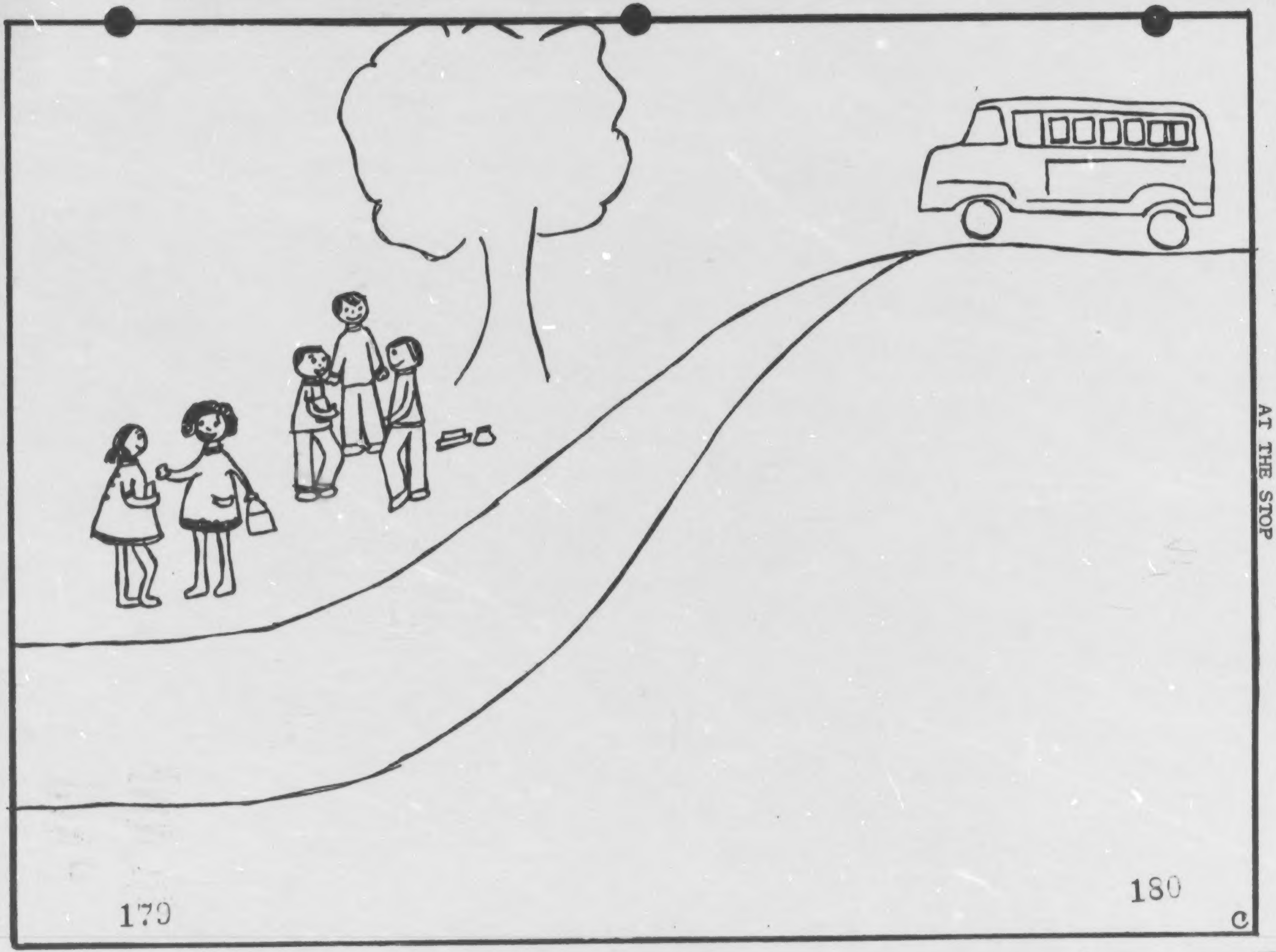
G - Riding

H - Exiting

THE WHEELS OF THE BUS

GERMAN FOLK SONG
ADAPTED BY ELSIE SMITH


1. THE WHEELS OF THE BUS GO 'ROUND AND 'ROUND,
2. THE HORN ON THE BUS GOES TOOT, TOOT, TOOT,
3. THE PEO-PLE ON THE BUS GO UP AND DOWN,
'ROUND AND 'ROUND, 'ROUND AND 'ROUND. THE WHEELS OF THE BUS GO
TOOT, TOOT, TOOT, TOOT, TOOT, TOOT. THE HORN ON THE BUS GOES
UP AND DOWN, UP AND DOWN. THE PEO-PLE ON THE BUS GO
'ROUND AND 'ROUND, O - VER THE CIT- Y STREETS.
TOOT, TOOT, TOOT, AT ALL THE BUS- ES IT MEETS.
UP AND DOWN, WHILE BOUNC-ING ON THEIR SEATS.



AT THE STOP

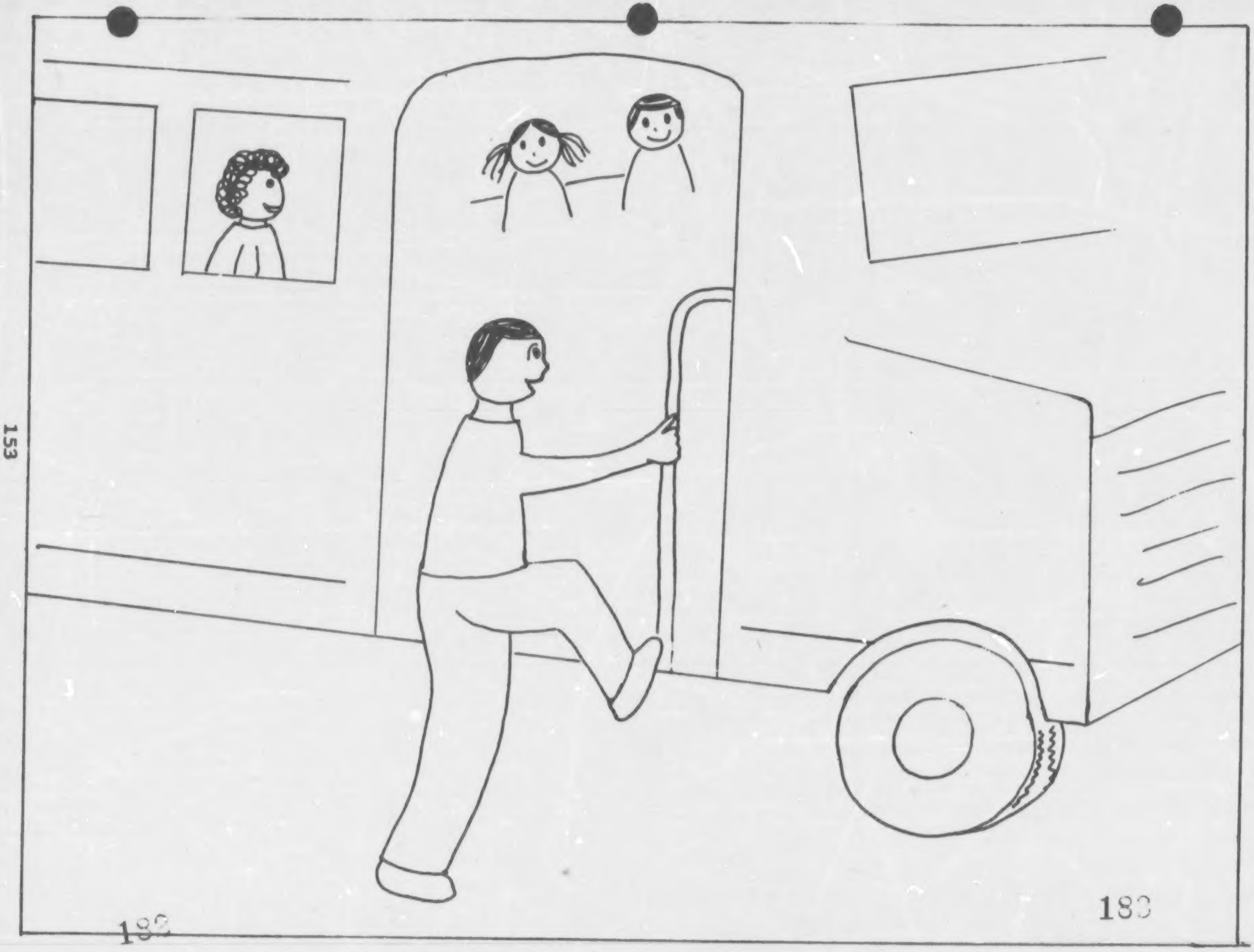
MASTER FOR REPRODUCTION E

AT THE STOP

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure as outlined on page 130.

153



ENTERING

F

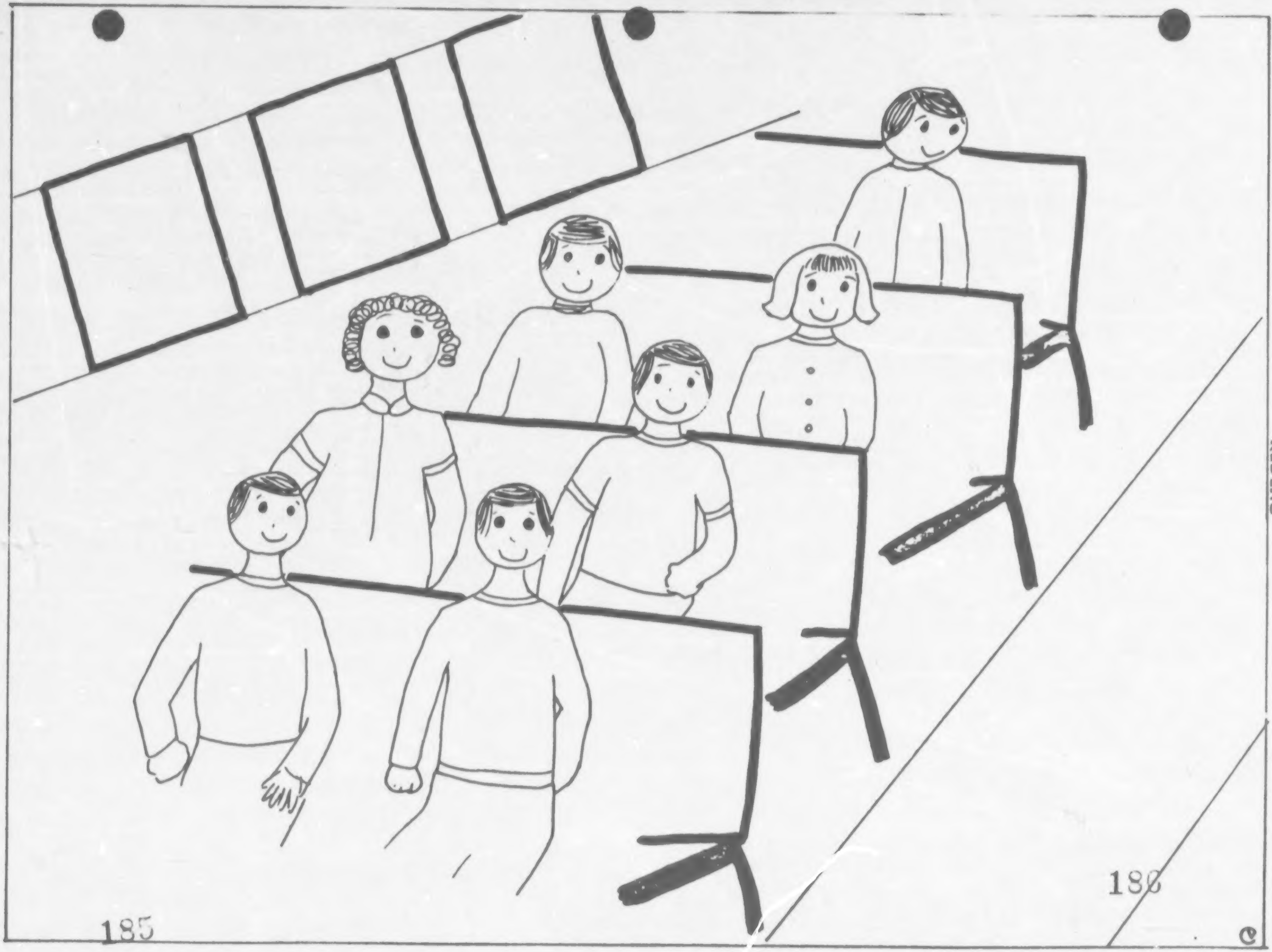
MASTER FOR REPRODUCTION F

ENTERING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure as outlined on page 137.

RIDING



G

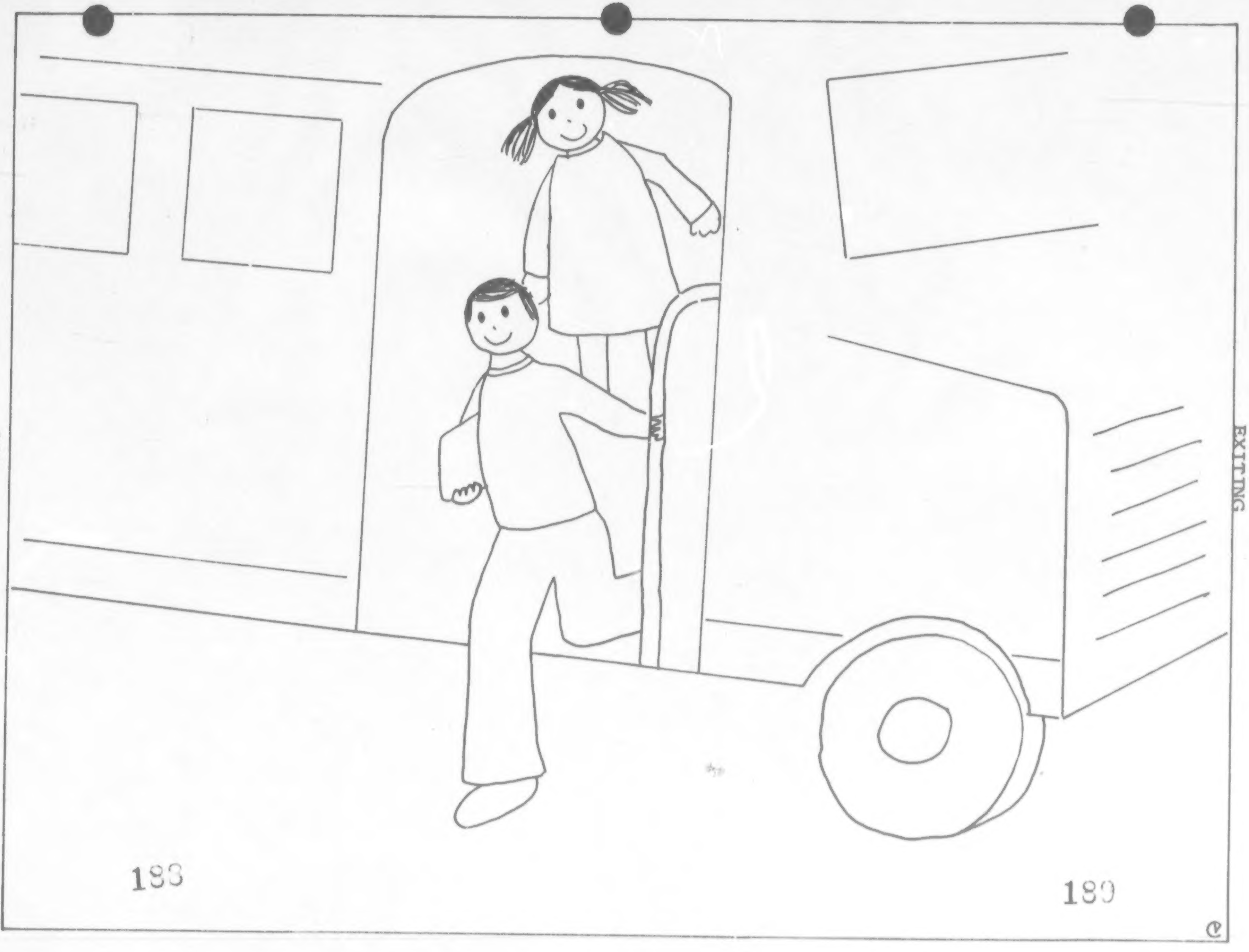
MASTER FOR REPRODUCTION G

RIDING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure as outlined on page 141.

157



EXITING

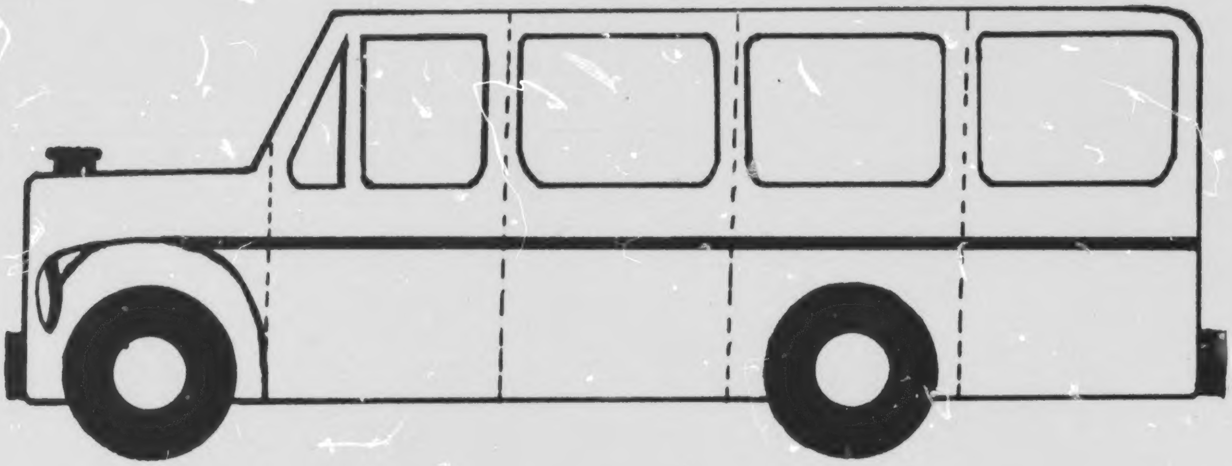
H

MASTER FOR REPRODUCTION H

EXITING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure as outlined on page 148.



SCHOOL BUS CUTOUT

DO YOU WANT AN IMAGINATIVE AND EFFECTIVE WAY TO TEACH A SCHOOL BUS SAFETY LESSON? THEN ASK YOU CLASS TO MAKE THIS ALMOST-LIFE-SIZE SCHOOL BUS OUT OF COLORFUL POSTERBOARD, ADD SOME CHAIRS TO FORM THE BUS INTERIOR, BRIEF THE CHILDREN ON THE BASIC RULES FOR SAFETY AND LET THEM GO ON FROM THERE. THEY CAN SHOW YOU HOW TO BOARD, WHERE TO SIT, STOW THEIR BOOKS AND WHERE TO STAND. THE POSSIBILITIES FOR ACTING OUT SAFE BUS RIDING PRACTICES ARE ENDLESS!

TO MAKE THE BUS, YOU'LL NEED SEVEN SHEETS OF POSTERBOARD, PAINT OR FELT PENS FOR DECORATING, GLUE, STAPLES, CONSTRUCTION PAPER FOR THE BUMPERS AND HUBCAPS, AND TAPE THAT IS AT LEAST ONE-INCH WIDE. BEGIN BY CUTTING ONE PIECE OF THE POSTERBOARD IN HALF TO FORM THE BUS HOOD.

CUT WINDOWS OUT OF FOUR BOARDS. CUTTING OUT A SLANTING WINDSHIELD AND PROJECTING BUMPERS IS OPTIONAL. THEN TAPE THE PIECES TOGETHER VERTICALLY. IF YOU ALLOW ENOUGH FLEXIBILITY WHEN YOU TAPE, THE BUS CAN LATER BE FOLDED AND STORED LIKE A JAPANESE SCREEN.

CUT TWO CIRCLES, EACH ONE ALMOST AS WIDE AS ONE SECTION OF THE BUS. TAPE TO THE POSTERBOARD IN THE LOCATION SHOWN. THE WHEELS SHOULD EXTEND BELOW THE BOTTOM LINE OF THE BUS BODY SO THEY HIDE THE STANDING BUS SUPPORTS. PASTE ON HUBCAPS OF CONSTRUCTION PAPER.

BUS SUPPORTS ARE MADE FROM TWO IDENTICAL ISOSCELES TRIANGLES CUT FROM THE POSTERBOARD. EACH TRIANGLE SHOULD BE ABOUT TWO-THIRDS THE HEIGHT OF THE BUS(MEASURING FROM THE BOTTOM OF THE WHEELS), WITH A BASE ABOUT ONE-HALF THE LENGTH OF THE TRIANGLE SIDE. FOLD THE TRIANGLE IN HALF VERTICALLY (YOU MAY HAVE TO SCORE THE BOARD SO THAT IT WILL FOLD PROPERLY). ATTACH ONE SIDE OF THE FOLDED HALF TO THE BACK OF THE BUS BEHIND THE WHEEL. BEND THE OTHER HALF PERPENDICULAR TO THE BUS BODY.

ADD THE FENDERS, LIGHTS, SCHOOL NAME AND ANY OTHER DECORATIONS WITH BRIGHTLY COLORED PAINT. LINE UP DESK CHAIRS IN PAIRS TO FORM THE BUS INTERIOR. THE PUPIL DESIGNATED AS THE DRIVER SHOULD SIT ALONE. THEN, THE CHILDREN SHOULD LEARN AND PRACTICE THE BASIC RULES FOR RIDING THE SCHOOL BUS SAFELY.

SCHOOL SAFETY SEPTEMBER 1965

BICYCLE SAFETY ACTIVITIES

UNIT OBJECTIVES:

Through a sequence of learning activities using the bicycle as the focal point, the student will acquire a basic understanding of the highway system and its inherent laws.

OBJECTIVE: The student will be able to distinguish between a vehicle for street use and a riding toy for off-street use only.

CONCEPT TO BE DEVELOPED: The place where a bicycle is used determines its classification, i.e. a vehicle.

When used in the street, a bicycle is a vehicle and is subject to vehicular laws.

Tricycles, bicycles with training wheels or solid tires, pedal cars, "big wheels" and other riding toys are for use on sidewalks, playground yards, etc. and are not to be used in the streets. This level of child is discouraged to ride a bicycle in the street.

TEACHER INFORMATION

Sidewalk (People Path) - A sidewalk is a path for people, animals and non-vehicles at the side of a street. (A bicycle used on a sidewalk is not classified as a vehicle.) A sidewalk can be made of concrete, grass, gravel, or asphalt.

Street (Car Path) - A street is an area designated for use by vehicles of various kinds and is not a play area unless blocked off and especially marked as such.

1. MASTERS FOR REPRODUCTION

   A - Numerical Relationships

   B - Visual Discrimination

BICYCLE BASIC CONCEPT REVIEW

1. A bicycle is a vehicle.
2. A good driver must consider: the size of bike, the type of bike, where he rides, and his skill.
3. Since the bicycle is a vehicle, the driver must know and understand the laws and rules of the road and know local regulations.
4. For a bicyclist to be safe, he should know the right size of bicycle for him, the right seat position, handlebar position, and body position.
5. There is equipment on a bicycle that is required for safety, and there is optional equipment for decorative purposes.
6. Keeping your bicycle in good working condition with all parts functioning properly is a must for a good bicycle driver.
7. A bicyclist should be able to recognize signs and signals by their shape and color.
8. A bicyclist must be familiar with the new signs.
9. A bicyclist must be able to recognize signs and signals for railroad crossings.
10. A bicyclist must be able to identify the meaning of street markings.
11. The bicyclist must know the rules of the road if the bicycle is to be used as a vehicle in the street.

SKILLS YOU MUST HAVE TO BE A GOOD BIKE DRIVER

1. Getting on and starting up.
2. Balancing.
3. Keeping a good position.
4. Pedaling and ankling.
5. Changing balance to turn, avoiding hazards.
6. Braking to control speed.
7. Stopping when you expect to cope with an emergency.
8. Getting off your bike.

Two important things to remember:

1. Proper fit.
2. Safety check.

SAFE BICYCLE PRACTICES

1. Safety check the vehicle.
2. Choose a safe route.
3. Drive the route mentally before starting.
4. Leave in time to reach the destination safely.
5. Know how well you can drive.
6. Get ready to drive before you start.
7. Keep safe following distances.
8. Keep to the right.
9. Look ahead--stay ready for action.

NOTE TO PARENTS

YOUR CHILD HAS BEEN STUDYING BICYCLE SAFETY. PLEASE CONTINUE OUR EFFORT BY READING THE BICYCLE SAFETY CHECK PARENTAL GUIDE.

BICYCLE SAFETY CHECK

1. Be sure your bike is in a safe condition for driving.
2. Be sure to have in working order a light in front, a reflector in back, and a horn or bell on your bike.
3. Keep to the right. Drive with the traffic, never against it.
4. Obey all signs, signals, and pavement markings.
5. Always use hand signals for right turn, left turn, and stop.
6. Make each turn with caution.
7. Always give the right-of-way to pedestrians.
8. Cross intersections safely.
9. Drive your bike as a traffic vehicle when you drive in a traffic area.
10. Take special precautions when you drive at night.

____
Child's Signature

____
Parent's Signature

NOTE TO PARENTS

YOUR CHILD HAS BEEN STUDYING BICYCLE SAFETY. PLEASE CONTINUE OUR EFFORT BY READING THE BICYCLE SAFETY CHECK PARENTAL GUIDE.

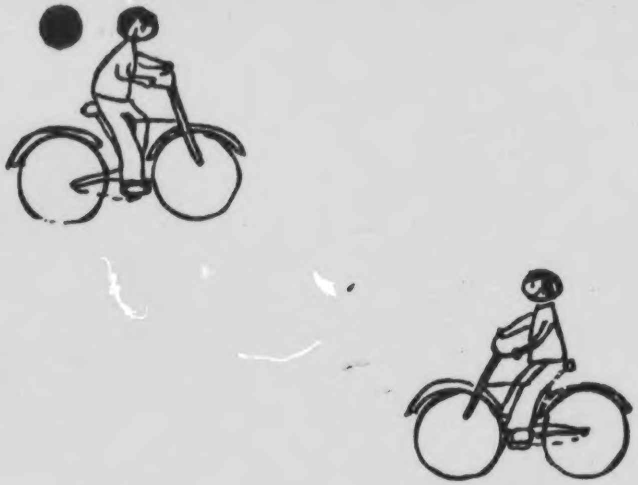
PARENTAL GUIDE FOR PURCHASING A BICYCLE

1. Is my child old enough to understand his responsibility in traffic?
2. Will he keep a bike in good shape?
3. Will he practice a safe bicycle driver's code?
4. Will I see that my child gets proper instruction in bicycle safety before he is permitted to drive in traffic?
5. Do we live in a safe area, not heavily congested with traffic?
6. Are there safe places to ride a bike near home?
7. Does the bicycle fit the child? (Leg, thigh, and heel of the foot on the low pedal should form a straight line.)
8. Is the saddle parallel to the ground?
9. Are the handlebar grips at right angles to the handlebar stem?

NOTE: Some bicycles can be adjusted somewhat to the child.

Additional resource material can be obtained from: American Automobile Association, 1712 G Street, N. W., Washington, D. C.20006

NUMERICAL RELATIONSHIPS



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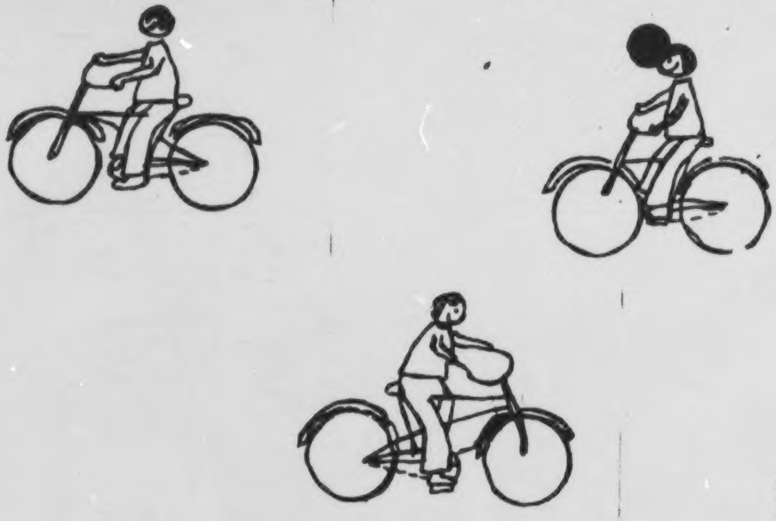

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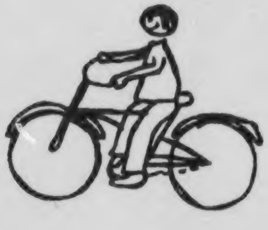

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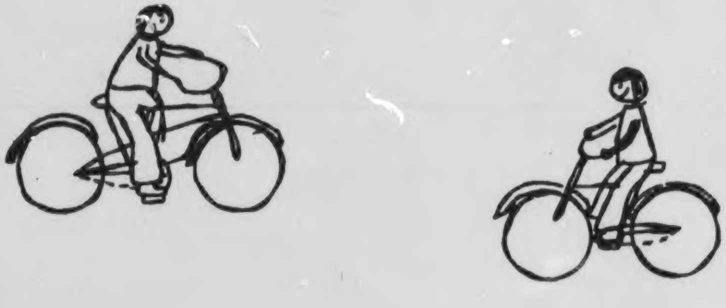


3 1 2

A

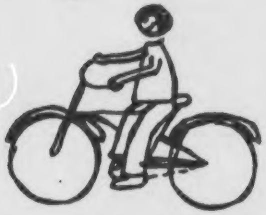
MASTER FOR REPRODUCTION A

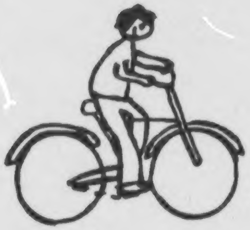
NUMERICAL RELATIONSHIPS

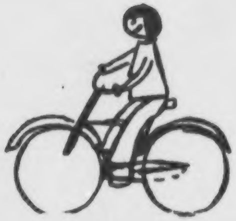
DIRECTIONS

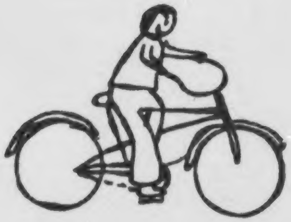
In each box, circle the numeral for the correct number of bicycles.

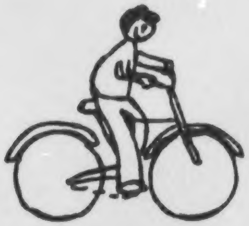
200

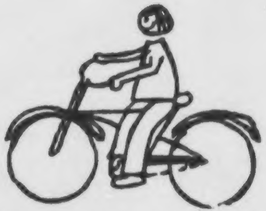


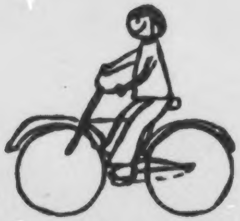


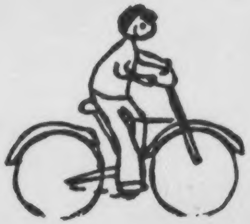


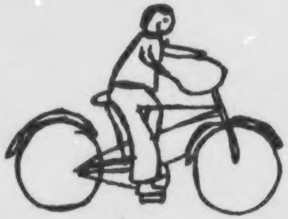












201

202

B

MASTER FOR REPRODUCTION B

VISUAL DISCRIMINATION

DIRECTIONS

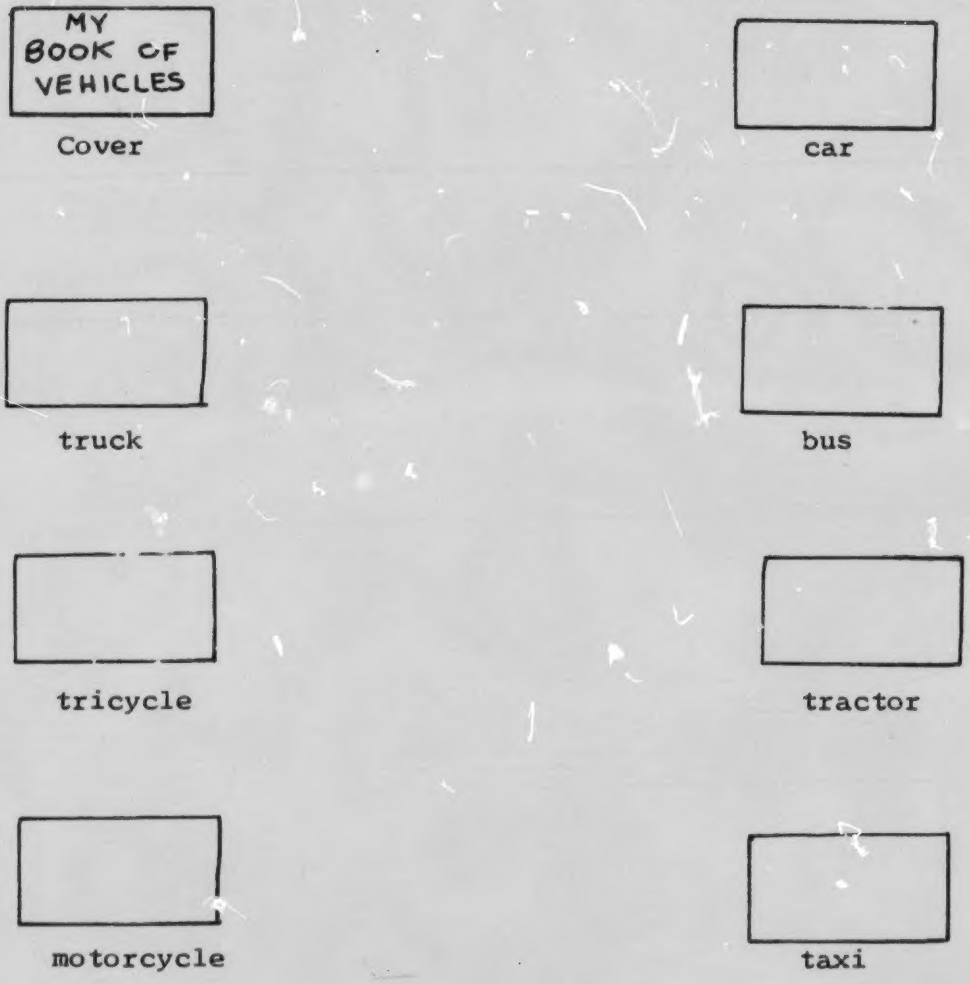
On each line place an X on the pictures that are the same.

203

My Book of Vehicles

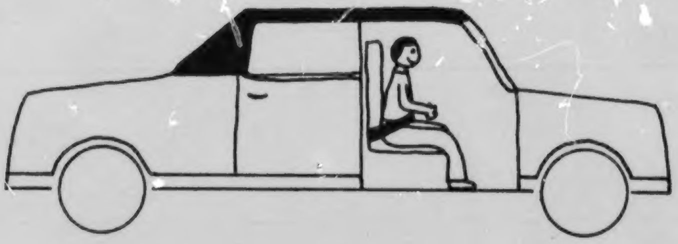
Student pastes pictures of different kinds of vehicles on each page of the BOOK OF VEHICLES. At the bottom of each page the teacher writes the specific purpose of the vehicle.

Variation: The teacher assigns a specific vehicle to each page of a BOOK OF VEHICLES using ditto masters. The child is instructed to find pictures of the specific vehicle and paste them on the given page. The teacher writes the purpose of each vehicle on the assigned page.


MY
BOOK OF
VEHICLES
Cover
car
truck
bus
tricycle
tractor
motorcycle
taxi

AUTO PASSENGER

SAFETY ACTIVITIES



UNIT OBJECTIVES:

1. Through the involvement in a series of activities, the student will be motivated to use safety belts at all times.

2. The students will be able to identify and avoid specific hazardous activities while riding as a passenger.

The student will be able to:

OBJECTIVES:
1. Identify at least one advantage of wearing seat belts.
2. Identify at least one danger of not wearing seat belts.
3. Identify at least two things that are hazardous when lying loose in a car.

CONCEPTS TO BE DEVELOPED:

1. Proper use of safety belts can prevent you from serious injury when riding in a car.

2. Objects placed in certain places in the car can cause injury to passengers during sudden stops.

TEACHER INFORMATION

SEAT BELT DEFINITION

A belt anchored to the car frame which fastens around the hips of car passengers. It prevents the passenger from being thrown against parts of the interior of the car or from the car in the event of a collision. (Tomorrow's Drivers, Lyons & Carnahan)

1. EFFECTS OF MOVING VEHICLE ON A PASSENGER

When a car turns a corner fast, passengers are pulled toward the side of the car. When you lock your doors, you greatly decrease the possibility of being ejected because the doors have less chance of opening. Safety belts hold you in place to prevent you from falling out if the door happens to open. When a car starts rapidly, the passenger is pulled back into the seat. When a car stops suddenly, passengers will keep going until the dash or windshield stops them. Objects stowed on the rear deck can fly like shrapnel when you have to make a sudden stop. Therefore, objects should be placed on the floor of the car.

2. READ-ALOUD STORY - "A NEW LOOK FOR AN OLD CAR." - A

Teacher can read story for pleasure and discuss content if she deems it necessary for lead-off discussion. Elicit from children definition of seat belt so that all children have a clear understanding of what a seat belt is.

3. SCIENCE ACTIVITY - INERTIA EXPERIMENT

Demonstrate the experience of falling backward when a motionless vehicle makes a sudden start.

Using a small wagon, stack two or three large blocks in the wagon. To demonstrate what happens when a sudden forward movement is made, pull the wagon quickly forward.

a) (Blocks will fall backward.) Discuss why this happens.

b) (The force of gravity throws them backward.)

Compare the blocks in the wagon to children in a car. To do this, do the same experiment with a doll seated in the wagon. Discuss experiences the children in the class have had when they were passengers in a car, bus or airplane.

4. SCIENCE ACTIVITY - CENTRIFUGAL FORCE

Ask children to demonstrate how they think they'd look when they find themselves sliding to one side when the car they are in makes a rapid turn.

Place small plastic cars on a record to illustrate how slow and fast speeds affect the cars. Apply this to auto passengers in real cars as they turn corners or round curves at different rates of speed. (The faster you are traveling the more force is put on your body and more effort is required to remain in place in an upright seated position.)

Demonstrate being thrown forward when a moving vehicle makes a sudden stop. Stack blocks in a wagon, make a gradual forward movement to allow blocks to remain in an upright position. Pull the wagon at a steady rate of speed, then make a sudden abrupt stop. Elicit from children what happened.

Place blocks in a wagon, this time making a gradual forward movement (blocks should remain relatively stable). Continue moving forward until momentum is gained, then turn the wagon sharply to the right or left.

(Blocks will fall in opposite direction of the turn.)

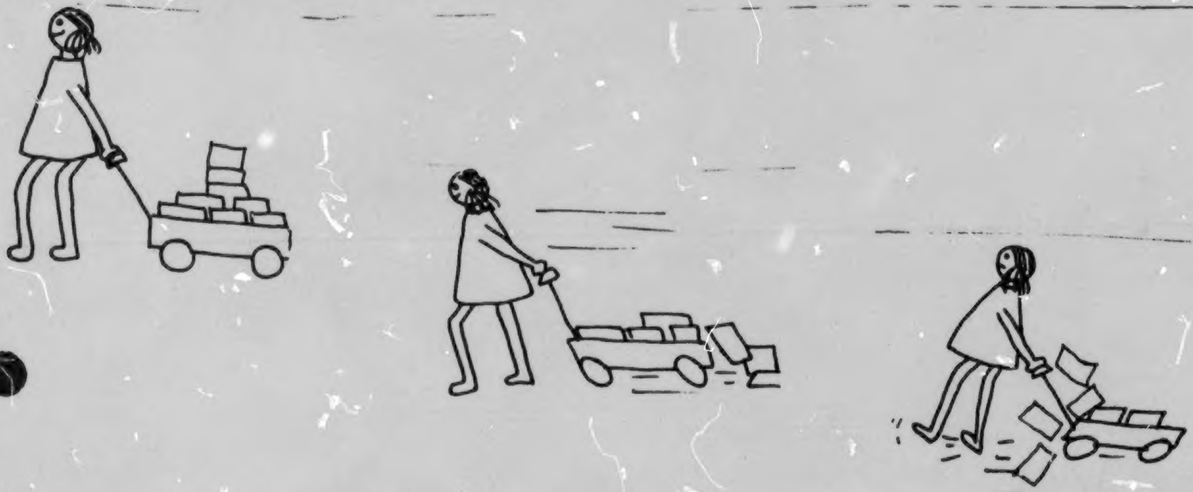
a) What happened when the wagon made a sudden stop? (Blocks tumble forward.) * (Newton's Law)

Repeat activity, using a doll in place of a block.

b) What happened to the doll? (It fell forward.)

Relate this to passengers in a car. Children may wish to share incidents that have happened to them.

c) What do you do to keep from being thrown forward? (Hold the arm rest, brace against the dashboard, wear a seat belt.)



Demonstrate what happens when toy electric trains round a curve too rapidly. Same situation may be demonstrated with Hot Wheel Car Sets.

NO-RESTRAINT VS. RESTRAINT EXPERIMENT

A vivid illustration dramatizing the effects of seat belt use can be accomplished by the following experiment:

No Restraint - Use a small open car on an incline with a stationary obstacle at the bottom of the incline. A raw egg is placed loose in the car at the top of the incline plane.

The car is released, rolls down the hill and crashes into the stationary object.
Result: A dramatic smashing of the egg.

Active Restraint - Another raw egg is placed in the open car, placed at the top of the incline plane. This time, the egg is strapped in the car. The car is released to roll down the hill and will collide with the stationary object.
Result: The egg is not broken.

CONCLUSION: Less damage occurs when objects are securely fastened in place. Analogy can be made to seat belt use. The egg can be presented as an analogy to a person. Relate the strap on the egg to the seat belt in a car.

CHILD'S RESPONSIBILITY AS A PASSENGER - DISCUSSION

Emphasis should be placed on children's responsibility not to leave too many toys, books, or other loose material in the car or on the dashboard or back window. Elicit reasons from children for precaution above.

INFORMATION FOR THE TEACHER

If possible, obtain seat belts (or an upholstered seat complete with belts from places such as automobile dealers or safety associations.) Where this is not possible have the children bring in a large belt from home in order to show the proper positioning. There should be only one passenger per belt. Never double up! The belt is worn across the hips, not the waist or stomach.

POSITIONING YOUR SEAT BELT ACTIVITY

(MASTER FOR REPRODUCTION B - Seat Belts - Placement.)
Cover the lower portion. Discuss the position of the belt.

Have the children put their belts around the back of their chair, around their hips and fasten them securely. Be sure not to twist the belt. (Teacher should check to see that all belts are secure, but not too tight to be comfortable.)

Have the children try to move forward or side ways, being careful not to try to stand up. What happens? They are "fastened" in their seat belt.

How does this help you while riding in a car?

(Keeps them from being thrown off balance or being thrown forward.)

While the children have their seat belts on sing the songs

MASTERS FOR REPRODUCTION
C-WHEN MOTHER DRIVES THE CAR*
C-WHOEVER YOU ARE*

---

*"Teaching Children About Safety Belts" - U. S. Department of Transportation, National Highway Traffic Safety Administration.

5. PLACEMENT AND RELEASE OF SEAT BELT ACTIVITY

Cover the upper portion of MASTER FOR REPRODUCTION B - Seat Belts - Placement and Release. Children need the knowledge that there are two basic types of seat belts, the variance being in the design of the buckle. Both belts are closed in the same manner. You simply insert the eye of the belt into the buckle until you hear it click. Be sure the connection is made secure and adjust the belt so that it fits snugly around the hips. To shorten the seat belt, pull the loose end of the belt webbing until it is snug across the hips. Late model cars have self-adjusting belts.

Demonstrate the procedures for children getting into and out of a given seat belt.

To release the push button type, depress the push button located in the center of the buckle. For the lift buckle types, raise the lever pull the eye end away from the buckle.

(AUTO MANUFACTURERS RECOMMEND INDIVIDUALS SHOULD MEASURE 4'7" BEFORE USING THE SHOULDER HARNESS.) Therefore, for children in K-2 use of the shoulder harness restraint is NOT recommended for the size of the children. The shoulder strap strikes them at neck or face level, not across the chest as it does with adults.

SEAT BELT ACTIVITIES

1. Visual Aid - Art

On heavy cardboard make a large drawing of child seated in a car. Make slits in the cardboard on each side of the picture. Make a facsimile of a seat belt from wide elastic strips and a snap closure so that the children can practice proper positioning of the belt.

2. Seat Belt Usage

Obtain permission from teachers and take children out to cars on the parking lot, allowing children to see and use the two types of seat belts.

3. Family Car Check

Distribute Masters for Reproduction - B to the children to take home, check the seat belts in the family car and report back which type they have.

4. Resource Person

Ask a local driver education teacher to bring in a driver education car to demonstrate the proper use of a seat belt. Do not put emphasis on the shoulder harness at this time with small children.

5. Experience Charts

At the conclusion of each lesson write an experience chart to use as a review of the lesson. Have children relate back to the chart and discuss the lesson. The teacher may make dittos of each experience chart for the children to take home at the end of the lessons.

Suggested title with picture on the cover "HAPPINESS IS RIDING WITH YOUR SEAT BELT FASTENED" or "I'M A HUMPTY DUMPTY."

A

A NEW LOOK FOR AN OLD CAR

OUT IN THE COUNTRY IN A DRIVEWAY SAT AN OLD CAR. IT'S PAINT WAS CRACKED AND BITS AND PIECES OF ITS' CHROME WERE SCRATCHED AND DULL SO THAT ONE COULD TELL IT WAS MANY YEARS OLD. EVERYDAY, THE LITTLE OLD MAN WHO OWNED THE CAR WOULD DRIVE IT OUT OF THE GARAGE AND PARK IT ON THE DRIVEWAY IN THE MORNING AND PUT THE CAR BACK INTO THE GARAGE AT NIGHT. NOW AND THEN THE MAN WOULD TAKE THE CAR OUT FOR A DRIVE. HE MIGHT GO FOR A RIDE FURTHER INTO THE COUNTRY OR ALL THE WAY TO THE CITY TO BUY GROCERIES.

"NOTHING EXCITING EVER HAPPENS TO ME," SAID THE OLD CAR. HOW SAD HE FELT AS HE PASSED ALL THE NEW SHINY CARS ON THE WAY TO THE CITY. "WHY CAN'T SOMETHING HAPPEN TO MAKE ME FEEL HAPPY AND LIKE NEW AGAIN?" BUT NOTHING NEW OR EXCITING HAPPENED TO HIM.

ONE DAY THE LITTLE OLD MAN PULLED THE CAR OUT OF THE GARAGE AND STARTED OFF FOR THE CITY. THE OLD MAN STOPPED THE CAR, GOT OUT AND WENT INSIDE A STORE. AFTER A WHILE THE OLD MAN CAME OUT OF THE STORE WITH A SMILE ON HIS FACE. "SOMETHING NEW, SOMETHING NEW," HE MUMBLED. HE THEN STARTED THE OLD CAR'S ENGINE AND DROVE INTO THE GARAGE AT THE SIDE OF THE STORE. A MAN WALKED TO THE CAR WITH A BOX UNDER HIS ARM.

HE OPENED THE CAR DOORS, SET THE BOX ON THE FLOOR OF THE CAR, AND GOT SOME TOOLS. HE TOOK SOMETHING BLACK WITH METAL OUT OF THE BOX AND USED HIS TOOLS TO ATTACH THE BLACK STRIP WITH METAL TO THE CAR. "WOW," I WONDER WHAT IS HAPPENING?" SAID THE OLD CAR. "ALL FINISHED," SAID THE GARAGEMAN, "NOW YOU'RE READY TO GO." "THANK YOU, SIR, FOR PUTTING THE---UGH---UGH---" "SEATBELT?" SAID THE GARAGEMAN. "YES, SEATBELT," SAID THE OLD MAN, "AND THANK YOU FOR DOING A FINE JOB."

THE OLD MAN GOT INTO THE CAR AND TRIED GETTING THE STRAPS AROUND HIM THE CORRECT WAY. BUT BEFORE HE HAD A CHANCE TO FIGURE IT OUT, THE GARAGEMAN CAME OUT AND SAID, "SORRY, SIR, I FORGOT TO SHOW YOU HOW TO USE YOUR SEATBELT." THE REPAIRMAN SHOWED THE OLD MAN HOW TO PULL THE TWO STRAPS TOWARD THE FRONT OF HIMSELF AND HOW TO SNAP THEM IN PLACE. "THAT'S JUST FINE, BUT HOW WILL I GET BACK OUT OF THIS WHEN I GET HOME?" "YOU JUST PULL THE LEVER AND RELEASE THE TWO BELTS." "THANKS AGAIN," SAID THE OLD MAN AS HE SNAPPED THE SEATBELT INTO PLACE AND DROVE OFF.

HOW DELIGHTED THE LITTLE OLD CAR FELT THAT IT HAD SOMETHING NEW AND USEFUL.

AS THE LITTLE OLD MAN WAS DRIVING BACK TO HIS HOME, HE SUDDENLY SAW A LARGE SOMETHING IN THE MIDDLE OF THE ROAD. AFTER A GOOD LOOK AT THE OBJECT, HE REALIZED IT WAS A HUGE ROCK. HE KNEW THAT IF HE KEPT GOING STRAIGHT ON THE HIGHWAY HIS CAR WOULD HIT THE ROCK AND MIGHT TURN OVER. THE LITTLE OLD MAN HAD NO OTHER CHOICE BUT TO SWERVE OFF TO THE SIDE OF THE ROAD SO THAT HIS CAR WOULD NOT HIT THE ROCK. HE PUT HIS FOOT ON THE BRAKE AS HE TURNED THE CAR WHEELS TO GET OFF THE SIDE OF THE ROAD. THE CAR BOUNCED AND JIGGLED AS IT HIT THE MANY BUMPS ON ITS WAY OFF. SOON THE CAR CAME TO A STOP. THE OLD MAN JUST SAT IN THE CAR AND CAUGHT HIS BREATH. HE THEN REALIZED THAT IF HE DIDN'T HAVE A SEATBELT ON HE COULD HAVE BEEN SERIOUSLY HURT. IT WAS A WISE DECISION TO GET THE SEATBELT. THE SEATBELT KEPT HIM IN HIS POSITION BEHIND THE WHEEL AND YET HE COULD STILL KEEP DRIVING WHEN HIS CAR WAS SWERVING.

"THOSE SEAT BELTS ARE REALLY IMPORTANT AND I AM SURELY GOING TO WEAR THEM WHENEVER I DRIVE THE CAR."

AS THE CAR PULLED INTO THE DRIVEWAY, THE MAN THOUGHT AGAIN - "THOSE SEATBELTS REALLY ARE GRAND---THEY NOT ONLY KEPT ME FROM GETTING HURT, BUT THEY HELPED ME TO SIT IN A WAY SO THAT I WAS COMFORTABLE---THAT REALLY MAKES ME HAPPY." AS THE LITTLE OLD MAN SAID THIS, THE CAR WAS THINKING OF HOW HAPPY HE WAS, FOR NOW HE WOULD GET TO GO OUT ON MORE RIDES. HE KNEW THAT SOMETHING NEW HAD BEEN ADDED TO MAKE HIM LIKE THE OTHER NEW CARS AND HE WOULD BE HELPFUL TO HIS DRIVER. HOW VERY PROUDLY HE SAT ON THE DRIVEWAY THAT DAY.

MASTER FOR REPRODUCTION A

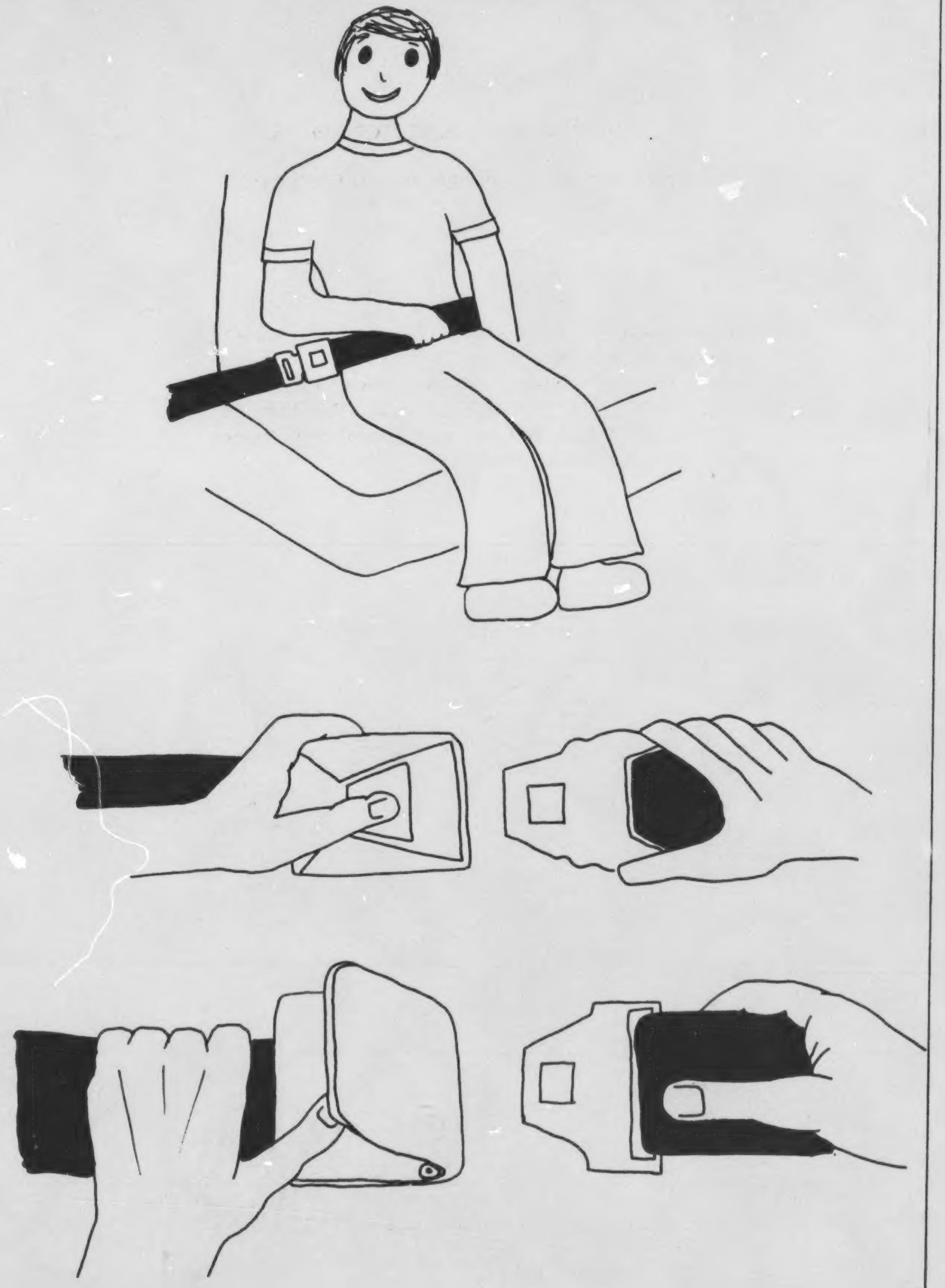
A NEW LOOK FOR THE OLD CAR

DIRECTIONS

Read the story to the children. Have them discuss the importance of seat belts to the man in the story and to themselves.

SEAT BELTS-PLACEMENT AND RELEASE

B



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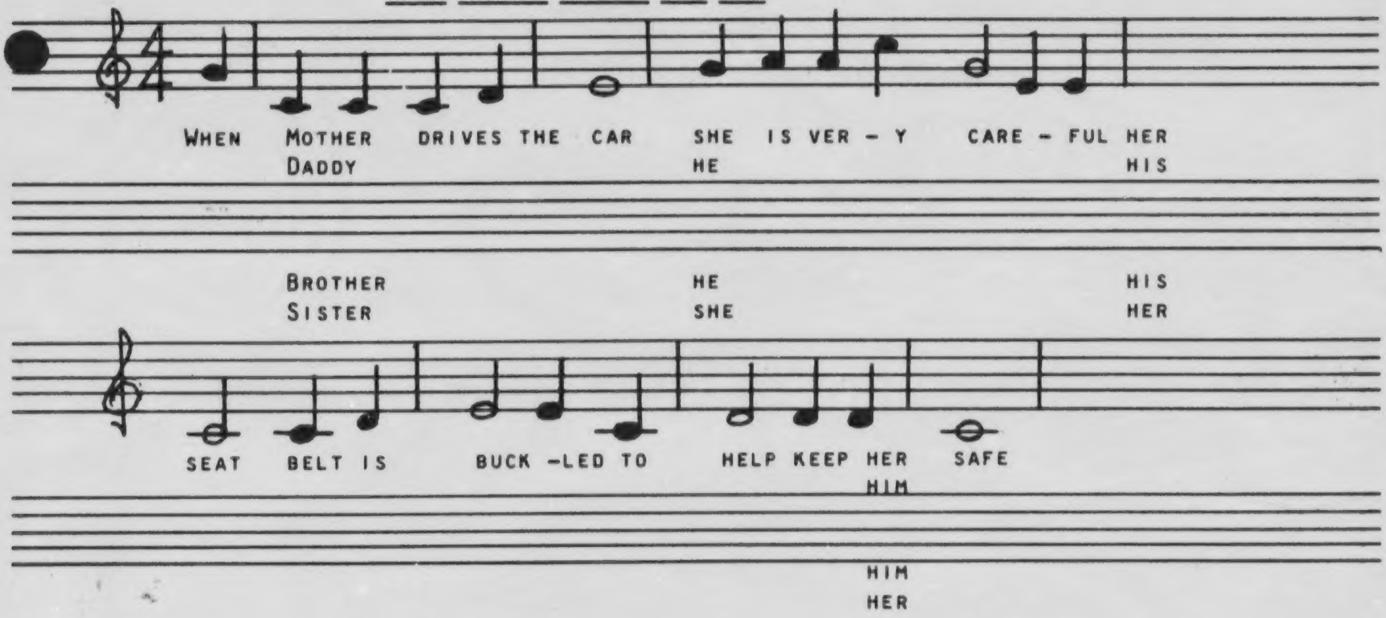
MASTER FOR REPRODUCTION B

SEAT BELTS - PLACEMENT AND RELEASE

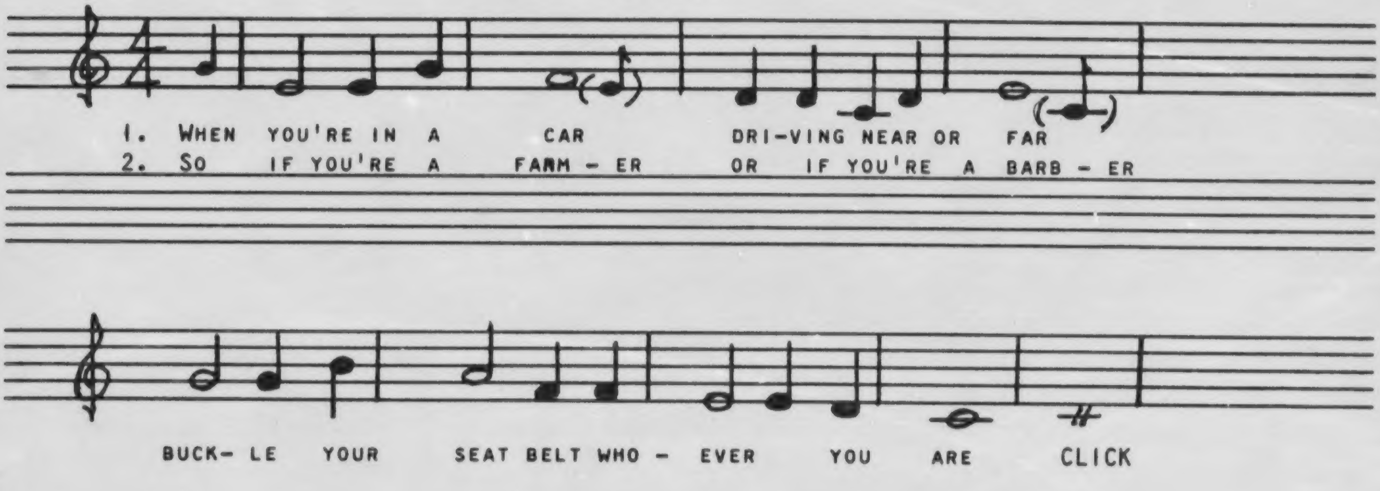
DIRECTIONS

To be used to reproduce overlay to show proper placement of seat belt.
Lower portion displays the two types of seat belt release mechanism. The top belt is the push button release, and the lower belt is the lever release.

WHEN MOTHER DRIVES THE CAR


WHEN MOTHER DRIVES THE CAR SHE IS VER - Y CARE - FUL HER
DADDY HE HIS
BROTHER HE HIS
SISTER SHE HER
SEAT BELT IS BUCK -LED TO HELP KEEP HER SAFE
HIM
HIM
HER

WHOEVER YOU ARE


1. WHEN YOU'RE IN A CAR DRI-VING NEAR OR FAR
2. SO IF YOU'RE A FARM - ER OR IF YOU'RE A BARB - ER
BUCK- LE YOUR SEAT BELT WHO - EVER YOU ARE CLICK

MASTER FOR REPRODUCTION C

SONG: WHEN MOTHER DRIVES THE CAR

SONG: WHOEVER YOU ARE

DIRECTIONS

When introducing the song to the children, place emphasis on the seat belt and its importance.

OBJECTIVE: The students will be able to act out the recommended procedures for entering and exiting a car, with 80% accuracy after they have been demonstrated to them.

CONCEPT TO BE DEVELOPED: Chaining of procedures (sequencing) aids in good habit formation.

Teacher Directed Discussion

What rules are different for car riding? (List and discuss why they are different.)

Procedures for Entering a Car

What are four things you should do before the car starts to be sure you won't be thrown, or fall out of a car?

a) Open the car door on the curb side.
b) Be sure the door is closed securely.
c) Lock the door.
d) Fasten and adjust your safety belts.

Procedures for Exiting a Car

When possible, always exit on the curb side of the car. If this is not practical, the following procedure should be followed:

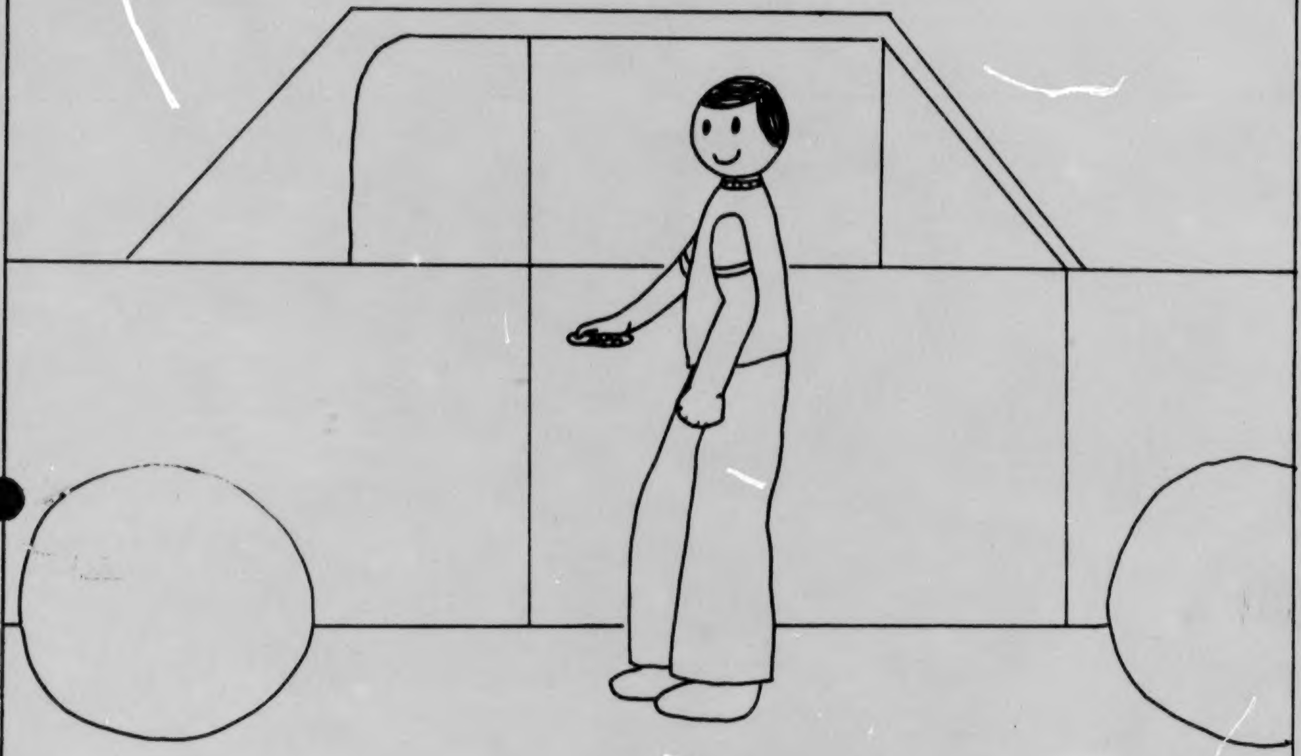
1. Check street traffic from behind and to the side.
2. Open door slightly (6-8 inches) and check again.
3. When traffic is clear, open door far enough to exit and exit to the rear staying close to the side of the car, proceeding to the sidewalk from the rear of the car.

1. MASTERS FOR REPRODUCTION

D - Entering Car from Curb Side
E - Sitting Down on the Seat and Closing the Door
F - Locking the Door
G - Fastening the Seat Belt

PROCEDURES FOR ENTERING CAR-ENTERING CAR-FROM CURB SIDE

D



MASTER FOR REPRODUCTION D

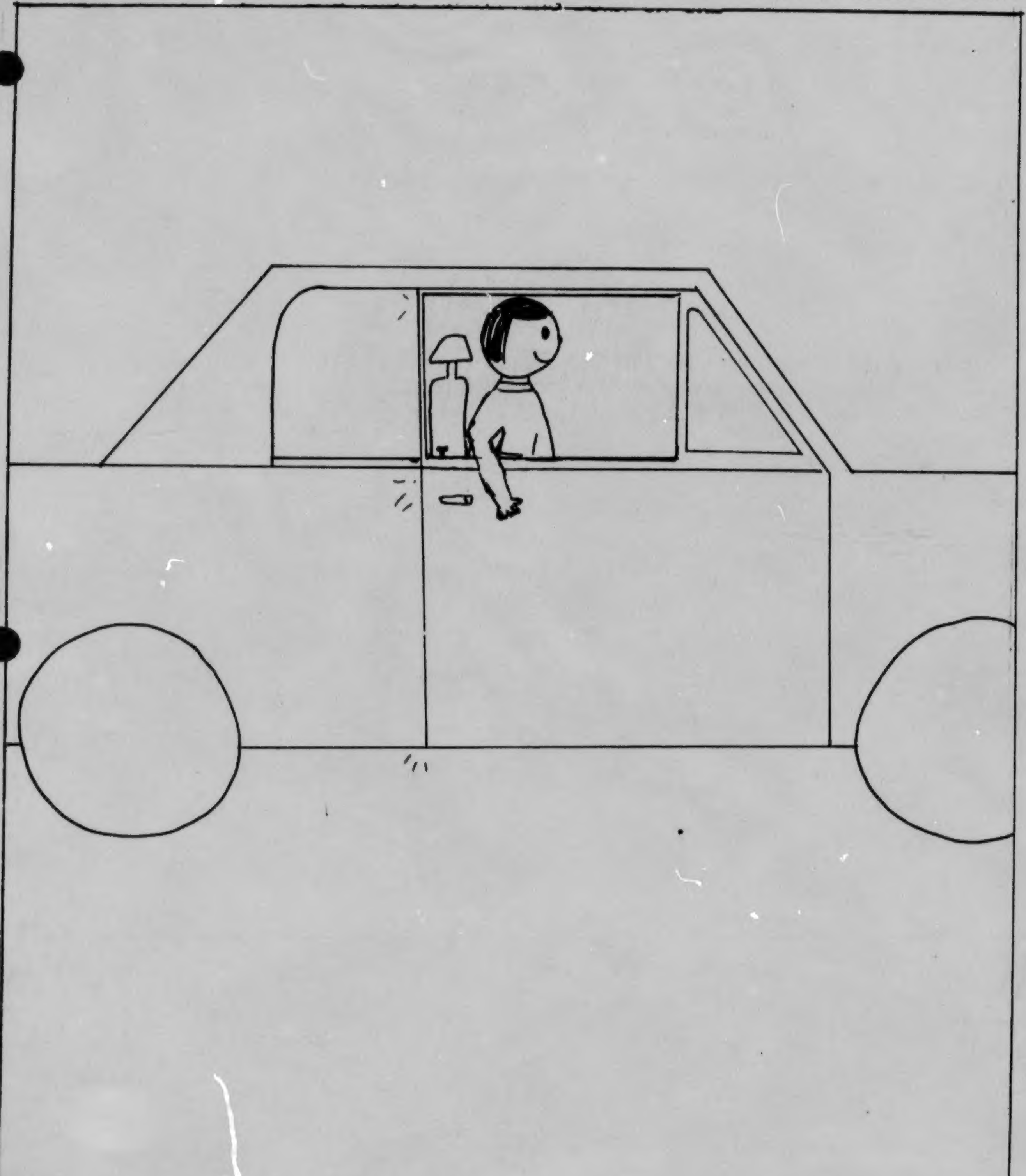
PROCEDURES FOR ENTERING THE CAR

ENTERING CAR FROM CURB SIDE

DIRECTIONS

Distribute the ditto to the children. Indicate to them that this is the first step in entering a car. Discuss.

PROCEDURES FOR ENTERING THE CAR-SITTING DOWN ON THE SEAT AND CLOSING DOOR



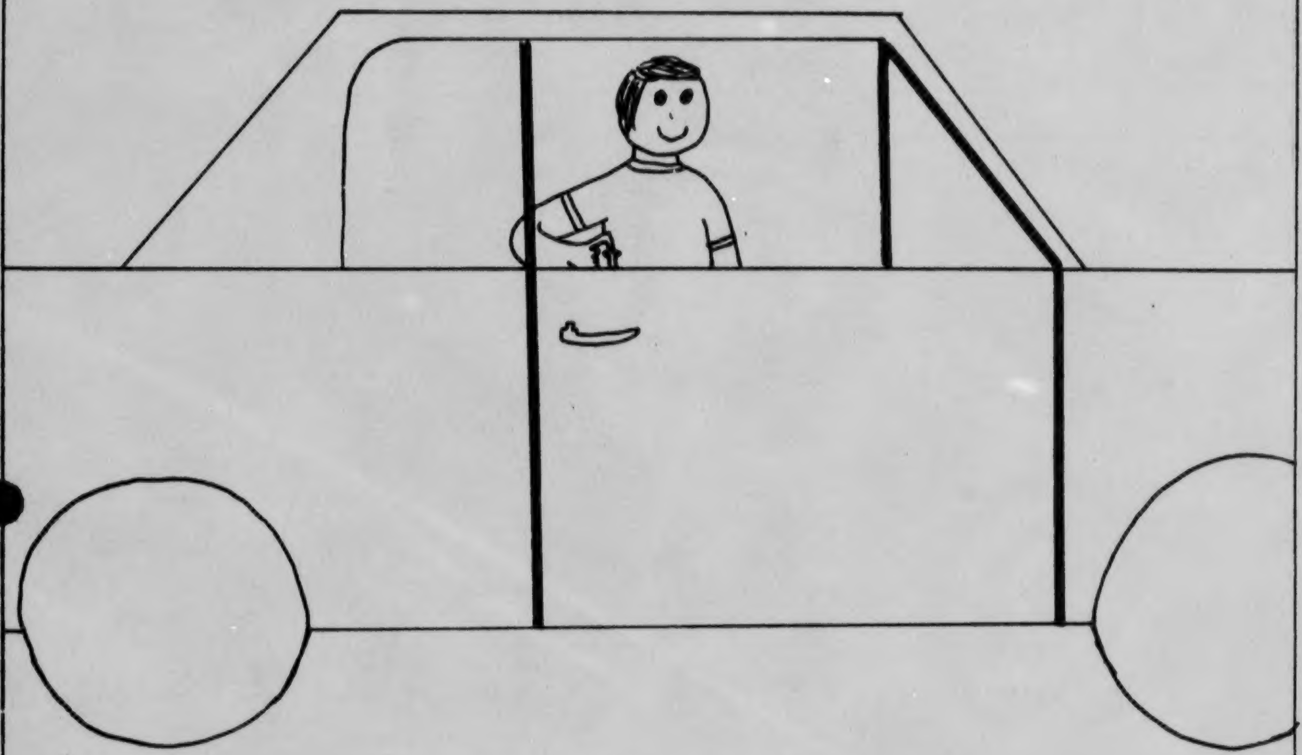
MASTER FOR REPRODUCTION E

PROCEDURES FOR ENTERING THE CAR
SITTING DOWN AND CLOSING THE DOOR

DIRECTIONS

Distribute the ditto to the children. Indicate to them that this is the second step in entering a car. Discuss.

PROCEDURES FOR ENTERING THE CAR-LOCKING THE DOOR



MASTER FOR REPRODUCTION F

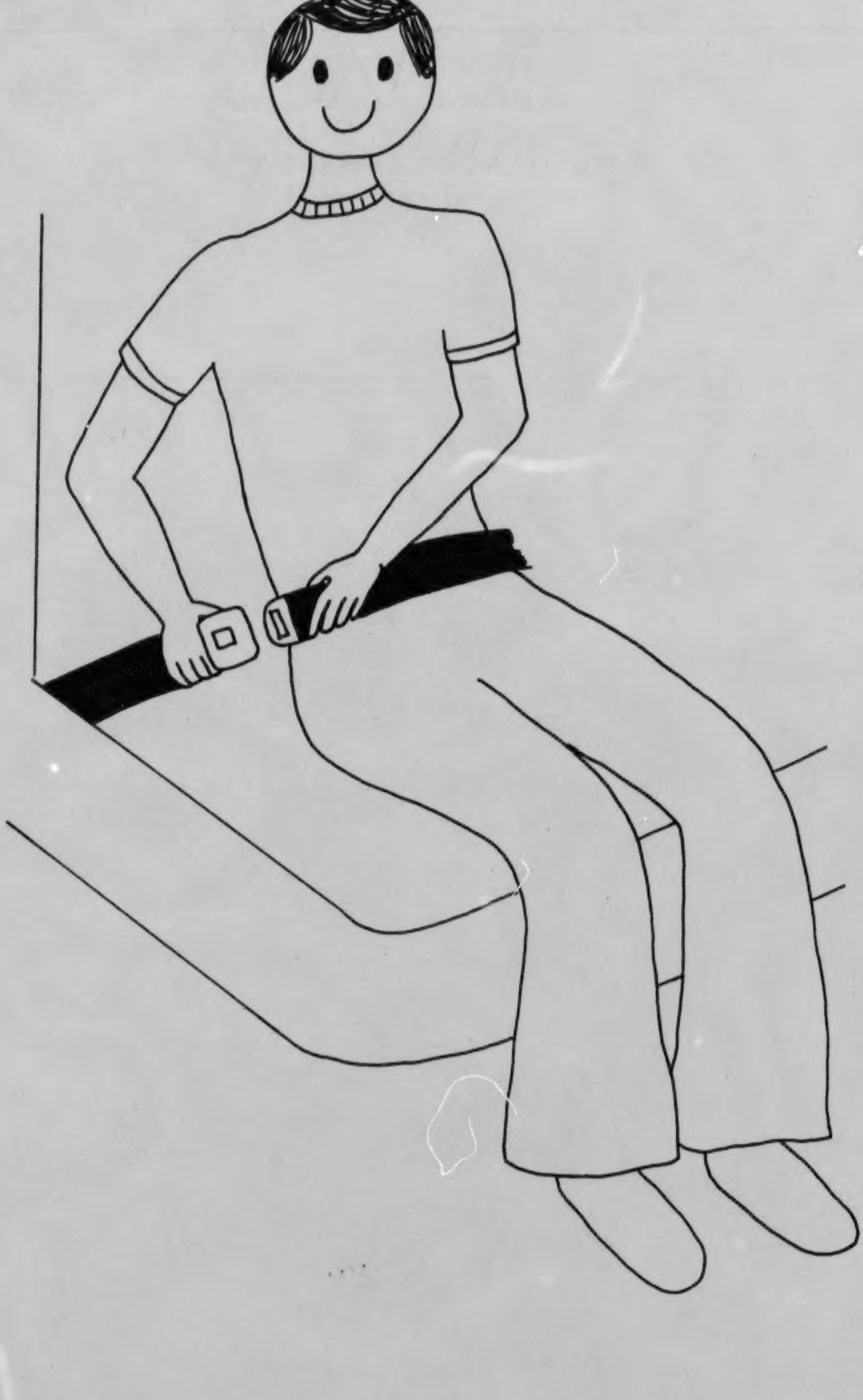
PROCEDURES FOR ENTERING THE CAR

LOCKING THE DOOR

DIRECTIONS

Distribute the ditto to the children. Indicate to them that this is the third step in entering a car. Discuss.

PROCEDURES FOR ENTERING THE CAR-FASTENING THE SEATBELT



MASTER FOR REPRODUCTION G

PROCEDURES FOR ENTERING THE CAR

FASTENING THE SEAT BELT

DIRECTIONS

Distribute the ditto to the children. Indicate to them that this is the fourth step in entering a car. Discuss.

SCHOOL ENVIRONMENTAL SAFETY ACTIVITIES

UNIT OBJECTIVES:

1. The student will be acquire the knowledge to effectively cope with potential hazards within the school environment.

2. The student will be able to follow recommended procedures when confronted with simulated or real disaster warnings.

OBJECTIVE: The students will be able to demonstrate their knowledge of fire drill procedures as measured by their performance during an actual fire drill.

CONCEPTS TO BE DEVELOPED:

1. Fire drill procedures are designed to get people out of a building as quickly as possible.
2. Calm, orderly behavior is essential in exiting a school building during a fire drill.

TEACHER INFORMATION

Fire drill evacuation procedures vary from county to county as well as from one school to another within a county. Teachers should have a list of procedures for fire drills and post it in the classroom. Each teacher should know the specific procedures that pertain to her classroom, i.e.:

1. What route to take during a fire drill.
2. How to line the children up.
3. To what place the children are evacuated.

The procedure should be practiced before the first scheduled fire drill for the year, and practice should continue throughout the school year.

INTRODUCING THE FIRE DRILL PROCEDURE

During the first few days of school, the teacher should introduce the concept of the FIRE DRILL. Discussion should include:

1. Why an orderly plan of exit is necessary?
2. Why schools have fire drills and what a fire drill is?
3. What might happen if the school did not have a fire drill?

Emphasis should be on purpose and procedures. Rules and procedures should be listed in sequential order. For nonreaders pictures should accompany the procedures.

1. STOP WHAT YOU ARE DOING AND PUT EVERYTHING DOWN.
2. NO MATTER WHAT THE WEATHER IS LIKE, DO NOT GO FOR YOUR CLOTHING.
3. LINE UP IN AN ORDERLY MANNER.
4. LAST STUDENT IN LINE CLOSES THE DOOR.
5. WALK OUT IN A STRAIGHT LINE WITHOUT TALKING.
6. WALK TO ASSIGNED EXIT.
7. STAY BEHIND THE PERSON THAT IS IN FRONT OF YOU.
8. REMAIN IN A STRAIGHT LINE WITHOUT TALKING UNTIL THE ALL CLEAR SIGNAL IS HEARD AND TEACHER GIVES YOU PERMISSION TO RE-ENTER THE BUILDING.

EMERGENCY CONDUCT PROCEDURES

Explain why it is important to remain calm during an emergency and to know what to do to remain safe.

a) Keep moving - (no stopping to go back for clothes, books, equipment).

b) Clear out - (so you won't block exits or streets from fire-fighting equipment).

c) Stay with your group (so your teacher knows you are safe).

1. BLOCK CONSTRUCTION - DRAMATIZATION

Using wooden blocks or cartons from home, the children construct the interior of their classroom, hallway and exits from the school. Children dramatize how to exit from a fire drill. Teacher should be aware of the proper exit procedure from her particular room and plot it out with the children before they begin their dramatization. When procedures become familiar through dramatization, the teacher and children can write an experience chart and place it in an important location in the classroom.

2. CHARTING EXITING PROCEDURES

After children become familiar with exiting procedures, the teacher makes large charts describing the steps that are necessary for exiting. The teacher can place them out of sequence on the chalkboard and the children can place them in sequential order. Children can verbally express a story to go along with the exiting procedure for the fire drill.

3. SCHOOL WALK

Teacher shows children the alarm system in the school for signaling a fire drill or real fire. She should illustrate with a bell the rhythm of the gong for a fire drill. The exits should be noted and the procedure for opening the exit doors. Recognition of exits can be made by a word or light. (Master for Reproduction A - Fire Drill Exit Procedure) (Master for Reproduction B - Exit Route for Fire Drill)

4. NEIGHBORHOOD WALK

A followup to the school walk can be a walk around the school. neighborhood. Teacher should point out the red alarm boxes on the corner. This time would be perfect for discussion of how to ring the fire alarm bell if children want to report a fire. Discussion should also include why this box should never be pulled for "fun" or any other reason. The word "FALSE ALARM" is introduced as well as the background of what happens to firemen when they report to a FALSE ALARM. Emphasis should be on the fact that the firemen are no longer available to fight a real fire when they are called out on FALSE ALARMS.

5. FIRE DRILL MURAL

A mural of a fire drill route may be made by the children. Using several feet of butcher paper, the children draw a classroom scene on one side of the paper and the route such as hallway, stairs, and exit. The drawing is mounted on a bulletin board. A slash is made along the route that will be traveled. Children construct stick puppets. (Puppets are pieces of paper attached to rulers). They place the puppets through the slash marks and dramatize the procedure for exiting during a fire drill.

VARIATION: The mural can be attached to two objects. A line is drawn noting the exiting procedure. The line is then slashed so that stick puppets can be placed in it. The children get behind the paper, place the puppets through the paper, and dramatize the exiting procedure.

6. FINGERPLAY - FIRE DRILL PRACTICE

Ring, Ring Goes the Bell

(Cup hand to ear as if to listen)

It's a Fire Drill - I can Tell

(Make a fist and extend "pointer" finger outward)

Work and Play I Can Do No More

(Place one opened hand on top of the other hand, then separate them opened to a sideward direction)

For I Must Line Up at the Door

(Have the right hand opened and vertical to the floor. Have the other hand make two fingers go as if in a walking motion)

I Remember Not to Push, Shove or Talk

(Raise hand to mouth, extend finger as if making gesture when sounding shhhh)

As To The Outside of School I Slowly Walk

(Continue fingers in walking motion.)

7. VISIT TO SCHOOL BY A FIREMAN

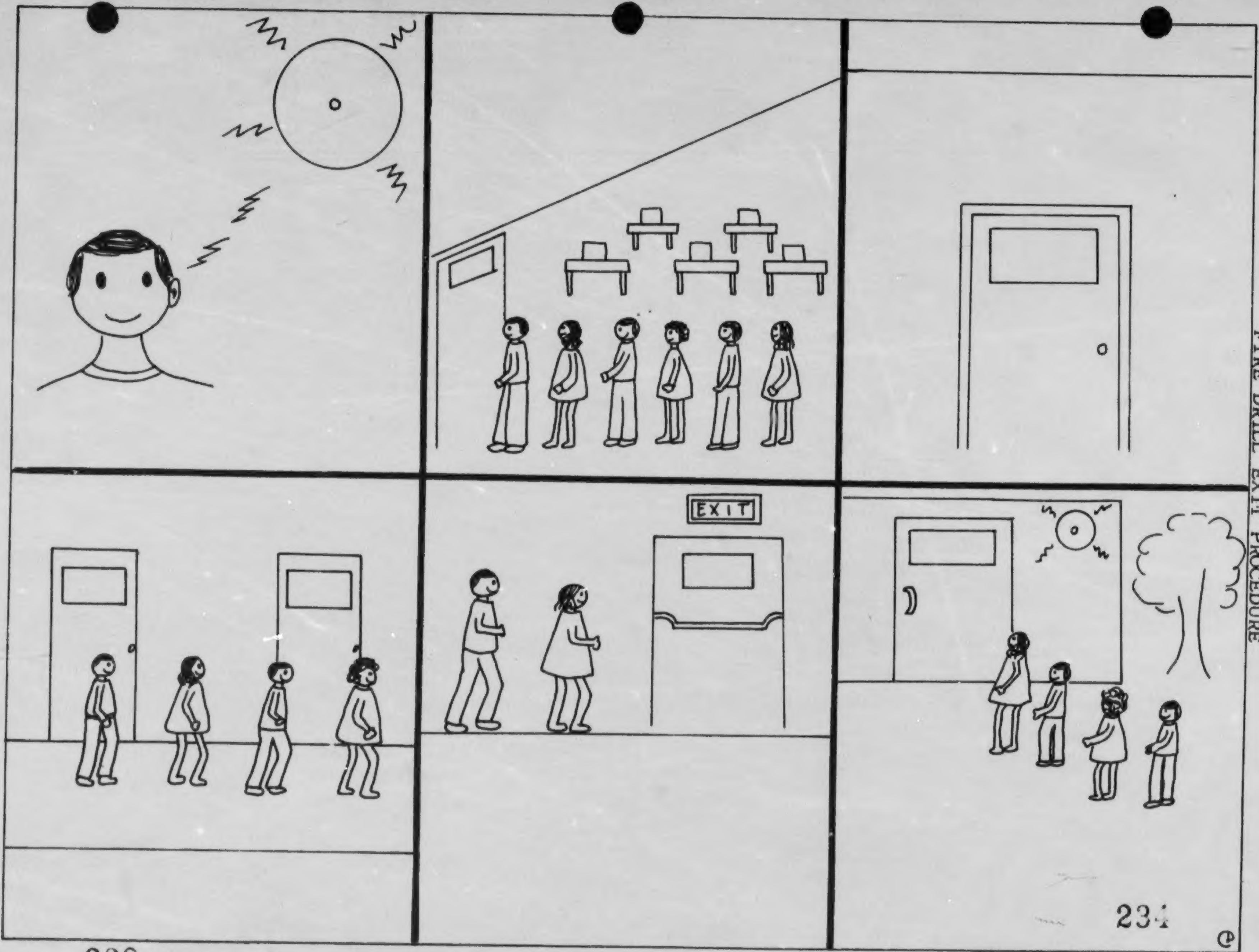
Children and teacher compose an invitation inviting a fireman to speak to the children in the class. Children and teacher should prepare at least 10 questions for the fireman to answer. Usually the guest is familiar with this type of activity and is well prepared.

8. FIELD TRIP TO FIRE STATION

Arrange with local fire chief to have class visit the fire station.

9. MASTERS FOR REPRODUCTION

A-Fire Drill Exit Procedure
B-Exit Route for Fire Drill



FIRE DRILL EXIT PROCEDURE

233

234

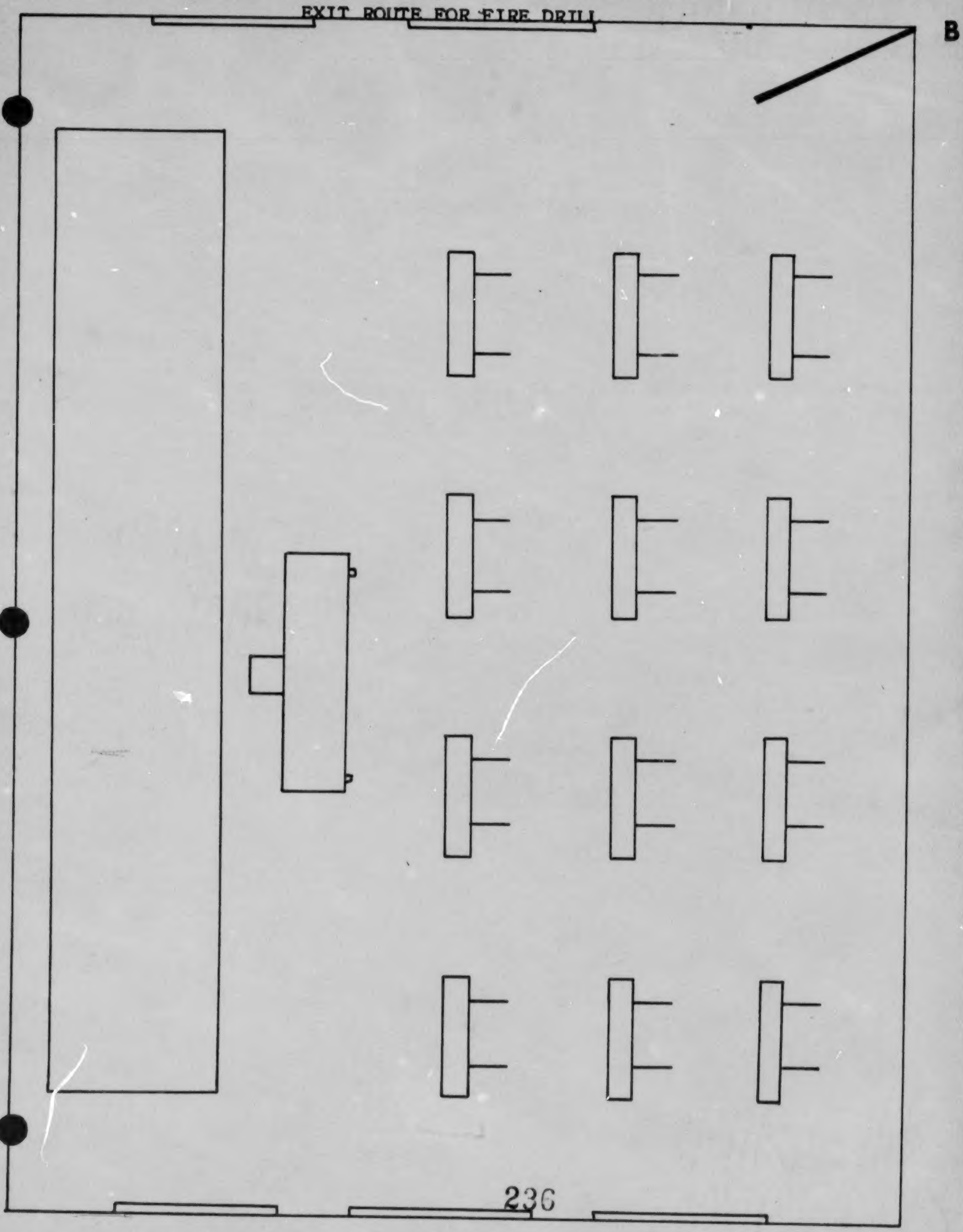
A

MASTER FOR REPRODUCTION A

FIRE DRILL EXIT PROCEDURE

DIRECTIONS

Distribute the ditto and discuss each step in sequence with the children. For further emphasis, children cut out pictures in random order and place in proper sequence.


EXIT ROUTE FOR FIRE DRILL
B

MASTER FOR REPRODUCTION B

EXIT ROUTE FOR FIRE DRILL

DIRECTIONS

Distribute ditto and discuss proper exit from classroom. After discussion children draw in route from their seat to exit door.

OBJECTIVE: When confronted with specific situations involving General School Safety Procedures, the student will be able to apply those procedures independently.

CONCEPT TO BE DEVELOPED: Certain potentially dangerous equipment is designed to be used in a prescribed manner for maximum safety.

1. WHAT WOULD HAPPEN IF?

Present decision-making situations using examples of general safety. Transparencies or figures made from pipe cleaners displayed on a table top may be used.

EXAMPLE ONE - A child drops a crayon and does not pick it up. Pipe figures - Make a pipe figure of a child and place it on a formica top. Place a crayon mark on the top. Have the pipe cleaner figure in a position to indicate that he is going to walk on the crayon mark. Transparency - Draw a stick figure of a child walking to a mark. Tell the children this represents a crayon. Discussion - Elicit from the children what may happen and ways to prevent it.

EXAMPLE TWO - A child tossing a ball to another child who is looking in another direction. Pipe figures - Make a pipe figure of a child grasping a small marble in its hands and in the air pretending to throw it toward another pipe cleaner figure of a child that has its head turned in another direction. Transparency - Draw a stick figure of a child holding a small marble in its hands in the air pretending to throw it toward another pipe cleaner figure of a child that has its head turned in another direction. Discussion - After the situation has been presented, elicit from the children ways to prevent this from happening.

EXAMPLE THREE - A child not watching where he is walking. Pipe figures - set several objects together on a table top and make a pipe cleaner figure to place in front of the objects. Transparency - Draw a stick figure of a child walking toward the area with his head turned away from that area. Discussion - Elicit from the children what would happen and how it can be prevented.

Situations can be dramatized by the children. Areas where the children need additional help may be supported by making felt objects for flannel board activities.

2. SCISSOR SAFETY*- DISCUSSION AND PRACTICE

a) Before children have their first experience with scissors, they should be familiar with handling them. The proper way to handle scissors is with the pointed end pointed downward, concealed in a hand that has been closed around them.

b) After the children have learned the proper way to carry the scissors, have them practice holding them as they learn the fingerplay.

3. SCISSOR SAFETY FINGERPLAY

HERE IS A PAIR OF SCISSORS THAT HELP ME CUT*

(Hold scissors in front of self on palm of hand.)

WHEN I WALK I HOLD THEM IN MY HAND AND KEEP IT SHUT

(Place scissor in hand and close hand around it.)

I NEVER SWING OR TOSS THEM THROUGH THE AIR

(Place hand toward center of body.)

WHEN THEY ARE CLOSED THEY MAKE A PERFECT PAIR

(Extend hand in front of self - open it and show the scissors.)

At this time, the teacher could introduce the words:

1. Pair
2. Point
3. Handles
4. Top
5. Bottom

of scissors so that they become familiar to the parts and know how to carry it.

4. MR. SCISSORS MAN

Have the children place the scissors in an open or closed position on a 10" X 12" piece of manila paper. Have them place the scissor so that the handles are located at the top of the paper and the points are downward. Have the children identify the positions relative to the paper. Take a pencil or a crayon and trace around the scissors. Ask them what this may look like. Elicit the similarity to a person. Parallel as to how the top (handles) of drawings is like a head and the bottom (points) are like legs. Indicate that when man walks his head is up and his feet are down and this is true of when holding scissors.

Handle (head) - up and the points (legs) - down. Have the children add parts to the outline (i.e. eyes, mouth) to complete the drawing.

5. PLAYGROUND EQUIPMENT

During the first week of school, the teacher should take the children outside to become familiar with the playground equipment. Indicate what the equipment types are, i.e. jungle bars - how they're used, i.e. climbing and how to use them, amounts of children to use them, hand grasps, etc. After the children have become acquainted with the various pieces of play equipment, allow them a few minutes to play on them and become familiar with them. After the children return to the classroom, have them gather around a bulletin board that already has been covered entirely with butcher paper. Tell the children that they are going to name and describe each piece of play equipment they used outside. Draw a large sketch of each piece at various locations on the paper. Then have the children name the points of emphasis of each piece of equipment. List these under each piece of equipment. After this has been completed, tell the children to decide on which piece of play equipment their favorite was and have them color a picture of themselves on or near the piece of play equipment. (The children may want to name the bulletin board or suggestions for a title that could be put up by the children would be "A WAY TO PLAY," or "LOOK AT ME.")

CORRIDOR SAFETY

6. BLOCK CONSTRUCTION

Have the children pretend to be builders who are going to build the halls of a school. Ask them to describe the hall, i.e. straight, curves, turns, stairs. Tell them that they are going to pretend to be builders, and they're going to build halls. Have them place flat blocks in straight lines and curves. They can use the large building blocks (squares) to arrange steps. Have a child walk slowly along the "hall" and ask them what happens. Elicit they have less control and that the blocks slipped. Why is this important to remember when walking in the regular hall?

7. USING HANDRAIL*CONDUCT ON STAIRS

POEM

There once was a little boy
Who thought of everything as a toy,
He walked stairs two at a time,
Never bothered to stay in line.
One day he wanted to take a ride,
So, down the handrail he did slide,
As he started to slide he went fast
Landing on the floor with a blast-!
He shouted, "OUCH--OUCH"
And became a mighty big grouch.
Then one day at school,
He learned a helpful rule.
As a person climbs the stairs, he should always stay in line,
Or running into other people is the thing he's sure to find.

8. HANDRAIL FINGERPLAY

WHAT IS THAT POLE ALONG THE WALL?
(Hold right arm straight out)
IT'S SOMETHING YOU HOLD ONTO SO YOU WON'T FALL*
(Take left hand and grasp it to right hand)
PEOPLE CALL IT A HANDRAIL
(Take index finger and point it to the arm)
SO THROUGH THE AIR YOU WON'T SAIL
(Repeat grasping motion with left hand)

9. SAFETY IN OUR ROOM - EXPERIENCE CHART

On an experience chart list small phrases and sentences that may or may not be true of safety within the room. Discuss each of these phrases with the children and have them decide if the statements are true or false. If true, put a face of a clown next to the statement.

OBJECTIVE: The students will be able to recognize a natural emergency warning signal and seek out a responsible person for direction and advice.

CONCEPTS TO BE DEVELOPED: Specific natural disasters require specific precautions and actions. Because of the elaborate procedures and precautions involved, it is best to instruct children of this age level to know who to ask or seek out in the event of impending disaster.

The students will be able to list at least two characteristics for each type of disaster.

1. COMBINATION EXPERIENCE CHART AND BULLETIN BOARD

On a piece of experience chart paper write the word shelter. Explain what a shelter is and identify the different types of shelters. After discussion, write the story as a review, using the children's words. Place this chart in the center of a pre-covered bulletin board. Have the children cut out pictures of different types of shelters and place them in various positions on the bulletin board. Write the names of the shelters under the pictures. Types of shelters could include:

1. Homes of animals, i.e. nest, etc.
2. Homes of people, i.e. hi-rise, two family.
3. Homes as places for objects, (garage for cars).

2. SHELTER DISCUSSION

Introduce the school and home as shelters. Place a picture of the home and school on the chalkboard ledge in front of the class. Review with the children the definition of shelter and purpose... (house to live in, school to learn in.) Discussion should include how other activities are held in the building such as PTA, carnivals, etc. At this time, indicate to the children that it also serves as a shelter for them from storms, and that there are areas within the building they must go to for more protection, i.e. corridors. Also, show the children how they must get on their knees and place their hands on the backs of their heads with their fingers interlocked. Have them practice in the classroom as well as in the corridor. Be sure to explain the differences in the fire drill signal and disaster signal; and emphasize that they must recognize the difference in order to know which procedure to use.

3. MURAL

Tell the children that the purpose of the drill is to protect them from storms. Draw an outline of a school on a piece of paper that has been attached to a bulletin board. Direct the children to make some clouds from grey construction paper and place these on the outside of the building. On the inside of the building, have them draw a classroom and make marks to represent seats.

Have each child make a figure of himself on a 3" X 5" note card and cut it out and place it behind one of the empty seats. Then tell them to pretend that a disaster drill or bell has rung and have them place the clouds on the board to show the storm and move the figures of the children into the corridor to indicate that they left the room and went to another area. This can be done on flannel board.

4. PLAY IN THE SNOW--BLIZZARD--PLAYGROUND - DISCUSSION

Indicate to the children that building snow tunnels on the playground or at home can be dangerous. This can be exemplified in the winter by bringing in some snow and placing it on a large tray. Pack the snow to form an igloo-like structure. Then let it set and have the children observe how it fell in. Discuss with them how this could happen to them in their play and the results.

5. BLIZZARD--OUTER WEAR - DISCUSSION

Before the first snowfall, it is advisable to discuss the season of winter with the children and the changes it brings. One area to discuss would be the weather and how it affects the clothes we wear. Point out that if a person is walking they must dress in warmer clothes. While riding the bus, not as much clothing is needed. However, when walking to and from the bus, all fasteners should be fastened. At this time, a felt figure of a person could be made and felt pieces can be added to it to represent clothing. Stress staying on the regular walking route and walking at a fast pace.

TEACHER INFORMATION

HURRICANE

APPROACHING STORM

Get and use only official information. Keep radio or TV on and listen for latest official storm information. If power fails, use battery radio and continue to listen throughout the storm. Decide what you are going to do and where you are going to stay. If near a coastal area, residents should get away from low-lying beaches or other locations which may be swept by high tides or storm waves. Be sure there is extra food and that it can be eaten without cooking or little preparation (non-refrigerated). There may be a shortage of water. Therefore, fill containers full with water. Make sure flashlights and other emergency lights are working and nearby lanterns and candles can be used, and if so, be sure that matches are nearby. If walking for protection, be aware of blowing objects. (If driving for protection, have a full gas tank for the pumps run on electricity and if there is a power failure, keep in mind that gas would not be available.)

DURATION OF STORM

Be calm and cautious and continue to listen to reports from the weather bureau, Red Cross, and other local agencies. Keep inside. Close window on windward side and keep one open on leeward side if it is a tornado or hurricane. If the center or eye of a hurricane passes directly over you, there will be a lull in the wind lasting from a few minutes to one half hour or more. Stay in a safe place. During and after a storm, washed out or flooded highways and streets may be blocked by fallen trees, poles and wires..... Avoid them! Stay away from disaster areas. Walk and drive cautiously. Be aware of trees or branches that may be weakened and ready to fall, for buildings that may be near collapse, and for bridges or roads that may be damaged or ready to give way under the added weight of passing cars. Debris-filled streets are dangerous so keep your eyes on the road. Along the coast and near streams, the soil may be washed from beneath the pavement, which may collapse under the weight of vehicles.

TORNADO

Go for shelter. If in open country, move away from it at right angles. If unable to escape, lie flat in the nearest ditch or ravine. If near a building, go inside----preferably in a steel reinforced building. Avoid auditoriums, gymnasiums, or other large halls with large poorly surfaced roofs. If in a house, stand in an interior hallway or on a lower floor or climb under heavy furniture in the center of the house. Safest spot is the corner of the basement toward the direction from which the tornado is approaching. Place hands over head - squat. If there is insufficient time to go to shelter, students should go to inside wall of the room away from windows, squat on the floor next to a wall, keep head down or get under the desks or furniture either by squatting or lying prone on floor, face down.

BLIZZARD

Several layers of loose-fitting, lightweight but warm clothing are best protection against the cold. Mittens, tight at the wrists, are warmer than gloves with fingers. If vehicle gets stuck, stay with it where rescuers can more easily spot you. Don't attempt to walk for help, for it is easy to lose direction and become lost. Don't stay in one position for too long. Clap your hands and move arms and legs vigorously from time to time to stimulate blood circulation and keep muscles from getting cramped. Buses have 2-way radios to use for calling help. There may be an early dismissal from school. School bus driver should care for children he is unable to deliver. In the morning, listen for school closings on the news.

FLOODS

Bus--during a flood, it may be necessary for a bus to use an alternate route. If so, parents must be notified in advance about adjusted bus routes and where the child will be picked up and taken to.

SERIES K

SUBJECT AREA CROSS REFERENCE

KEY: G - Group
I - Individual
T - Teacher Directed Activity
* - Master for Reproduction

	TYPE OF ACTIVITY	PAGE NUMBER
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MASTERS FOR REPRODUCTION

KEY: NISA - Non-Integrated Safety Activity
MATH - Mathematics
RDG - Reading

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5. Counting Blocks - H[1]	RDG	T-G-I	118,121
6. Connect the Dots - K	RDG	T-G-I	52,59
7. Connect the Dots - Lines - L	RDG	T-G-I	52,61
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28. Place Dots in Center of Circles-N	RDG	T-G-I	52,65
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31. Shading Shape Areas - Square, Triangle, Circle - B[1]	RDG	T-G-I	99-100
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Kessler, Leonard. Mr. Pine's Mixed-Up Signs. New York, New York: Grossett and Dunlap, 1961.

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Auxiliary to the American Optometric Association. Bicycle Safety Program. Shelbyville, Indiana: Auxiliary to the American Optometric Association, 144 West Broadway, Shelbyville, Indiana.

Canadien De La Securite. Bicycle Safety Program. 30 Driveway, Ottawa 4^E, Canada: Director of Programs Council.

Hogg, B. J. Skill Bees. Box 295, Route 1, Vicksburg, Missouri 49097: Child Tested Skill Builders, 1971. (The set includes filmstrips, slides and activities concerned with:

- Basic Writing Strokes - Kit No. SKB-101
- Figure Ground Discrimination
- Multi-Match Cards - Kit No. SKB-600
- Shapes - Kit No. SKB-200
- Visual Motor Sequencing - SKB-100

Instructive Devices, Inc. How Do You Go To School? (Bus Safety). Pawtucket, Rhode Island 02860: Instructive Devices, Inc., Packet includes:

- 1 - 35mm filmstrip
- 1 - sing-a-long cassette
- 30 - cartoon booklets
- 1 - LP record
- 1 - talk-a-long cassette
- 12 - safety posters
- Teaching Guide

This program covers 22 important rules for school bus safety in song, verse and narration.

Milton Bradley Company. Miniature Traffic Sig s. Des Plains, Illinois 60018: Milton Bradley Company.

Milton Bradley Company. Useful Signs to See and Read. Des Plains, Illinois 60018: Milton Bradley Company. (Teaching aid for functional reading programs. Thirty large cards contain traffic, driver education and safety signs which children are likely to encounter in every day living. Suggestions for use are included.)

Nasca, Donald. Science Concepts and Processes - Gravity and Other Forces. Dansville, New York: F. A. Owen Publishing Co., 1966. (Study prints containing charts and experiments concerned with gravity and other forces.

Nasca, Donald. The Instructor Primary Science Concept Charts, Light and Sound. Dansville, New York: The Instructor Publications, Inc., 1960. (The set includes 12 illustrated charts giving specific information on a primary level science subject. It also includes a teaching guide.)

National Child Safety Council. Safety Study Cards - Set No. 1 Child Accident Prevention Every Month (General Safety). Jackson, Michigan: National Child Safety Council, 1966. (Set contains posters and manuals concerned with general safety, study guides and suggested activities on the back of the individual posters.)

National Safety Council. All About Bikes - A Bicycle Safety Program. Chicago, Illinois: National Safety Council.

National Safety Council. Teaching About Safety. 425 N. Michigan Ave., Chicago, Illinois 60611: National Safety Council. (Elementary Education Resource Units. These units offer a comprehensive but flexible guide for helping children to learn about safety. Each unit deals with an individual safety topic and is prepared on three levels (pre K through 1, 2 and 3, and 4 through 6.) Each level contains its own behavioral objectives, content outline and suggested learning and evaluation activity. Supplementary materials for copying and a list of additional resources are also included. An important feature of each unit is the introduction to the teacher which explains the basic goals of safety education and suggests ways in which the resource unit can be used. Units may be purchased separately.)

Office of the Superintendent of Public Instruction. Safety Education Units for Illinois Elementary Schools. Springfield, Illinois: Safety Education Section, 1972.

Scott Foresman and Company. Sounds I Can Hear. Oakland, New Jersey: Scott Foresman and Company. (Set contains posters, individual pictures and 33-1/3 recordings concerned with sounds in the house, school, neighborhood, farm and zoo.)

State Department of Education. Safety Today - Mississippi Pedestrian Safety Developmental School Guide. Mississippi: produced by the State Department of Education, a Federal project of the U. S. Department of Transportation, National Highway Traffic Safety Administration.

Stuart, Francis R. Physical Fitness in Action. Dansville, New York: F. A. Owen Publishing Co., 1962.

Stuart, Francis R. Physical Fitness in Motion. Dansville, New York: F. A. Owen Publishing Company, 1962. (10 posters, 1 record chart and 40 classroom activities to develop sound bodies).

Walt Disney Study Prints. Bicycle Safety Set No. 102. 545 Cedar Lane, Teaneck, New Jersey 60068: Walt Disney Films. (A series of 9 study prints based on the Walt Disney 16mm film titled, "I'm No Fool with a Bicycle." Each print contains teaching aids and suggested activities printed on the back.)

Walt Disney Study Prints. Fire Prevention. 545 Cedar Lane, Teaneck, New Jersey 60068: Walt Disney Films. (A series of 9 study prints based on the Walt Disney 16mm film titled,"I'm No Fool with Fire." Each print contains teaching aids and suggested activities printed on the back.)

Walt Disney Study Prints. School Bus Safety Set No. 104. 545 Cedar Lane, Teaneck, New Jersey 60068: Walt Disney Films. (A series of 9 study prints. Each print contains teaching aids and suggested activities printed on the back.)

Walt Disney Study Prints. School Safety Set No. 103. 545 Cedar Lane, Teaneck, New Jersey 60068: Walt Disney Films. (A series of 9 study prints. Each print contains teaching aids and suggested activities printed on the back.)

FILMS AND FILMSTRIPS

Films

Auto Passenger

How and Why to Use Safety Belts. (16mm, color, 8 min.) A definitive in-depth approach, dramatizing the need for safety belts, and explaining why safety belts save lives. Footage covers standard seat belts, lap-shoulder belts, full-harness belts, and includes the best current protection for the traveling child. Buckle assemblies and buckle adjustments for foreign as well as domestic model cars are explained in detail, with instructions for use and maintenance of these as well. Available from American Safety Belt Council, Inc., Public Education Office, P. O. Box 539, Los Angeles, Calif. 90028.

Safety Belt for Susie. (16mm, color, 11 min.) Child's doll dramatizes need for seat belts in rear seat for children. Purchase or rent from University of Illinois, Visual Aids Center, Division of University Extension, Champaign, Ill., 1964.

She Purrs Like a Kitten. (16mm, color, 5 min.) A pair of elderly ladies in a chauffeur-driven car are busily chatting. The narrator says sarcastically that they have too many fascinating things to talk about to fasten their safety belts. The car stops suddenly and they both are shown getting up and back into their seats in a "comic" manner. In a second' shot of the ladies later in the film, the narrator says that safety belts are important to car maintenance because you can avoid "body repairs". Again at the end of the film, he reminds viewers to keep their safety belts fastened. Available from Data Films, 2625 Temple St., Hollywood, California.

Bicycle

A Monkey Tale. (16mm, b&w, sound, 9 min.) A family of monkeys demonstrates both safe and unsafe ways to drive a bicycle. Available for purchase from Encyclopedia Britannica Films, 425 N. Michigan Ave., Chicago, Illinois.

Bicycle Safety. (16mm, b&w, sound, 11 min.) Driver responsibilities explored include bicycle maintenance and obeying traffic rules. Available for purchase from McGraw-Hill Co., Text-film Division, 330 W. 42nd St., New York, N.Y. 10036.

Bicycle Safety Program. Film Loops, Inc., P. O. Box 2233, Princeton, New Jersey, 1971.

Bicycle Safety Skills. (16mm, color or b&w, sound, 11 min.) The theme "good cyclists today, good motorists tomorrow," is emphasized. A youngster shows his small brother safety practices that make cycling safe as well as enjoyable. Available for purchase or rental from Coronet Instructional Films, 65 E. Water St., Chicago, Illinois 60601.

Bicycling Safely Today. (16mm, 20 min.) Pleasantly illustrates how cyclists can achieve full enjoyment from their wheels. It is the perfect film for solving safety problems in the community. Available on loan from Bicycle Institute of America, 122 E. 42nd St., New York, N.Y. 10017, 1972.

I'm No Fool with a Bicycle. (16mm, color) The bicycle, as Jiminy Cricket points out, is a wonderful invention--even more wonderful if we know the right way to do things with it. After tracing the history of the bicycle from its first invention in France around 1810 up to the modern safety bike as we know it today, Jiminy graphically illustrates the wrong and the right things to do with a bike. He's strongly recommending the latter, that is - "If you want to live to be 92." Available for purchase or rental from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652, 1971.

Once Upon a Bicycle. (16mm, b&w, sound, 10 min.) In this film the young cyclist is likened to the driver of other vehicles. Under the guidance of a motorcycle officer, youngsters are shown how to drive their bicycles safely. Available from National Child Safety Council, 125 W. Pearl St., Jackson, Michigan. Free loan to members of the National Child Safety Council.

One Got Fat. (16mm, color, 15-1/4 min.) Ten bicycle drivers are prevented from reaching their destination by individual mistakes. Purchase or rent from Henk Newhouse, Inc., 1017 Longaker Road, Northbrook, Illinois 60062, 1963.

Safety on Two Wheels. (16mm, color, 6-1/2 min.) Produced and available from Aetna Life Insurance Company, Hartford, Conn.

Seven Rules of Bicycle Safety. (16mm, color, 6-1/2 min.) 7 rules accepted by safety experts are demonstrated in this film for children. The positive approach is taken by showing only the right way to drive a bike. Purchase from Anthony Lane Film Studios, Inc., 7401 Wayzata Blvd., Minneapolis, Minn. 55426, 1965.

Stop and Go On a Bike. (16mm, sound, color, 13 min.) A boy named Chuck discovers that courteous behavior on a bike is not only safer, but more fun. He learns his lesson with the help of two safety puppets and a policeman. Available on free loan from Association Films, Broad and Elm Sts., Ridgefield, New Jersey 07657.

The Bicyclists. (16mm, sound, color, 15 min.) A Danish film with English narration. The story of a lively red bicycle and its two owners: one who obeys all the rules and one who does not. Available for rental from WesternnCinema Guild, 244 Kearny St., San Francisco, Calif. 94108.

The Day the Bicycles Disappeared. (16mm, color, 14 min.) Safe and courteous bicycle driving habits are presented in fantasy form. Purchase from American Automobile Association Foundation for Traffic Safety, 1712 G St., N.W.,Washington, D. C.

You and Your Bicycle. (16mm, b&w, 10-1/2 min.) Hazards met on a trip to the store for Mom, safety maintenance and correct driving habits are featured. Purchase or rent from Progressive Pictures, 1810 Francisca Court, Benifica, Calif. 94510, 1961.

Your Bicycle and You. (16mm, sound, color, 13 min.) Compares bicycles and automobiles, discusses bicycle operation and care as well as rules of the road. Available for purchase from Modern Learning Aids, Division of Modern Talking Pictures, 3 E. 54th St., New York, N. Y. 10022.

Filmstrip

I'm No Fool with a Bicycle. Riding a bicycle in 1810 in France was probably just as much fun as it is today in America... but even our modern safety bike can be dangerous. Jiminy Cricket traces the history of this popular invention and demonstrates the rules for safe riding. He urges children to keep their bikes in good working order and to follow automobile safe driving regulations. Available from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey. 33-1/3 rpm record and filmstrip available from Maryland State Department of Education, Safety and Transportation, P. O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240.

Bus

Bus Driver's Helpers. (16mm, color, 10 min.) Explains proper school bus conduct to elementary pupils. Available for purchase from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

In Step with Safety. (16mm, color, 14 min.) Gives children the rules for school bus safety and the reasons for observing them. Available for purchase from Robert M. Carson Productions, Box 1306, Winter Park, Florida 42790, 1960.

Safety On Our School Bus. (16mm, color or b&w, 11 min.) Explains proper procedure for getting on and off a bus and six common sense rules for safe conduct. Available for purchase from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611.

School Bus Patrol. (16mm, color & b&w, 14-1/2 min.) Shows how a school bus patrol operates. Available for purchase or loan from American Automobile Association Foundation for Traffic Safety, 1712 G St., N. W., Washington, D. C. 20006.

School Bus Safety With Strings Attached. (16mm, b&w, 18 min.) Using folding chairs and student volunteers, the narrator creates a hilarious school bus ride to demonstrate the rules of passenger safety and etiquette. Available for purchase from National Safety Council, 425 N. Michigan Ave., Chicago, Illinois 60611. Stock No. 278.13, 1964.

The School Bus and You. (16mm, color, 10 min.) Designed to teach school bus safety and courtesy to elementary school children. Purchase or rent from Mogull's, 112-14 W. 48th St., New York, New York 10039, 1964.

Filmstrips

Here's How We Ride a School Bus. Sponsored by the Ontario Department of Transportation. Has been designed to encourage pupil participation and discussion. For this reason, there is no sound track. This provides full flexibility to meet every teaching situation.

School Bus Safety. Safety rules for school bus passengers. Available for purchase from Visual Sciences, P. O. Box 599, Suffern, New York 10901.

Pedestrian

A First Film on Finding Your Way to School Safely. (16mm, color, 9-1/2 min.) recognizing landmarks and understanding safety rules. Rental $6.50. Sale $120.00. B.F.A. Educational Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

Dick Wakes Up. (16mm, b&w or color, 13 min.) Dick, who had an accident because he ran into the street without looking, dreams in the hospital that he has two other selves named Good Judgment and Bad Impulse. He learns about good safety practices from their arguments. Available for purchase or loan from American Automobile Association Foundation for Traffic Safety, 1712 G. St., N. W., Washington, D. C., 1955.

I'm No Fool as a Pedestrian. (16mm, color) Ever since the Egyptians built the first paved roads in 3000 B. C., the pedestrian has been fighting for his life. The sidewalk, first invented in Paris in 1780, gave some relief but soon the automobile came and the pedestrians' lives were again hazardous. To survive, the pedestrian has had to learn how to walk properly--where to walk--and when to walk. Only by following the rules can the pedestrian successfully reach his goal from one place to another. Available from Walt Disney Educational Materials, 495 Route 17, Paramus, New Jersey 07652, 1971.

Let's Stop and Go Safely. (16mm, 18 min.) Illustrates several street safety situations such as roller skating, running between parked cars, crossing intersections, and how observing rules prevents accidents. Rental $4.50. Roa's Films, 1696 N. Astor St., Milwaukee, Wisconsin 53202.

Look Alert - Stay Unhurt. (16mm, b&w, 14 min.) emphasizes the causes of many pedestrian accidents and how they can be avoided. National Film Board of Canada.

On Your Own. (16mm, b&w or color) A captivating comparison of pedestrian safety rules and training with the training of an astronaut. Available for purchase from Sid Davis Productions, 2429 Ocean Park Boulevard, Santa Monica, California 90405, 1962.

Timothy the Turtle. (16mm, 5 min.) emphasis on watching for turning cars. American Automobile Association, Washington, D. C., ($13.00) (Part of the "Otto the Auto" Series), 1959.

Filmstrips

I'm No Fool as a Pedestrian. Egyptians built the first paved roads in 3000 B. C., and pedestrians had to start dodging reckless chariot drivers...the first in a long history of walking safety problems. The sidewalk, invented in 1870 in Paris, gave some respite, but soon the automobile created more hazards. Jiminy tells how, when and where to walk in order to avoid accidents. Available from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652. 33-1/3 rpm record available from Maryland State Department of Education, Safety and Transportation, P. O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240.

Street Safety. Primary to intermediate, color, cost $6.50. McGraw-Hill Text-films, 330 W. 42nd St., New York, N.Y. 10036.

Walking to School. Primary, color, Curtis Publishing Co., Audiovisual Materials Division, Independence Square, Philadelphia, Pennsylvania 19105.

School Safety. (16mm, color) Proves that something can be done to prevent needless and tragic loss of life because of fire. Donald and his nephews present a convincing solution to the problem. Each family must be prepared to follow a prearranged fire escape plan when fire strikes a home. The need for a plan--how to make a plan--and how to carry out a plan--is the vital message and the theme of this film. Available for lease or rental from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey.

Handling Garden Tools Safely. (8mm, color, sound, 3 min.15 sec.) Proper use of rakes, forks, shovels and other garden equppment as well as the importance of proper storage is illustrated through a real-life situation. Available from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611, 1968.

Handling Knives and Scissors Safely. (8mm, color, sound, 2 min. 35 sec.) A youngster building a model airplane is the subject of this film that illustrates with animated diagrams the proper use of knives and scissors to avoid painful accidents. Available for purchase from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611, 1968.

I'm No Fool with Fire. (16mm, color) A cave man first discovered he could produce fire by striking two rocks together and history reveals that since that time fire has been one of man's best friends as well as one of his deadliest enemies. From bitter experience, man has learned he must understand fire--how to start it--how to control it--and how to put it out. Jiminy Cricket presents the basic rules of fire prevention and fire fighting summing up his philosophy when he states, "The best way to fight fire is not to have one in the first place." Available from Walt Disney Educational Materials, 495 Route 17, Paramus, New Jersey 07652, 1971.

Junior Fire Department. (16mm, b&w, 20 min.) Shows how fire prevention education may be taught in public schools and how these lessons can influence fire safety at home. Purchase from Cinesound Company, 1037 N. LaBrea Avenue, Hollywood, California.

Sixty Seconds to Safety. (16mm, b&w, 12 min.) Points out common fire hazards in schools. Available for purchase, rent or loan from American Film Registry, 1018 S. Wabash, Chicago, Illinois 60605.

The Fire Triangle. (16mm, color or b&w, 13 min.) Demonstrates how firemen control fires by eliminating one of the three components of fire. Purchase or rent from University of Texas, Visual Instruction Bureau, Austin, Texas, 1962.

Trouble Takes No Holiday. (16mm, color, 17 min.) How a false alarm sparks a school campaign to re-educate pupils to be fire-safety conscious. Purchase or loan from Association Films, Inc., 600 Madison Avenue, New York, N.Y. 10022, 1964.

Filmstrip

I'm No Fool with Fire. Long ago a cave man struck two rocks together and sparks flew...and ever since that time, mankind has been trying to control fire. Here Jiminy explains the dangers of fire, describes some of the advances our skill in using fire has made possible, outlines fire-fighting procedures, and presents basic fire prevention rules for young children to follow. Available from Walt Disney Educational Materials Company, 495 Route 17, Paramus, New Jersey 07652.

Games

Creative Playthings. Perception Plaques (a matching game). P. O. Box 1100, Princeton, New Jersey 08540: Creative Playthings.

Norbert Specialty Corp. Traffic Sign Bingo. New York, New York 10032: Norbert Specialty Corp.

Otto Maier Verlag. Positive and Negative (a perceptual matching game). New York, New York: manufactured by Otto Maier Verlag, Rauensburg, West Germany for Creative Playthings, a Division of CBS, Inc.

Resource Personnel

Frank Dagne, Superintendent
Rockfalls Elementary Schools
District No. 13
600 Fourth Avenue
Rockfalls, Illinois 61071

Sister George Marie S.S.N.D.
Supervisor of Remedial Reading
404 E. Coldspring Lane
Baltimore, Maryland 21212

Frank Haering, Supervisor of Safety
Montgomery County Board of Education
850 N. Washington
Rockville, Maryland 20850

Alice Holden, Ph.d, Consultant in Early Childhood Education
P. O. Box 8717, Friendship International Airport
Baltimore, Maryland 21240

Hayes Kruger, Assistant Professor
Health and Physical Education
Madison College
Harrisonburg, Virginia 22801

Mrs. Mary Leonard, Elementary Specialist
Physical Education
Baltimore City Board of Education
3 East 25th Street
Baltimore, Maryland 21218

William T. Melzer
Department of Traffic Engineering
Baltimore County
Room 145, Jefferson Building
Towson, Maryland 21204

Dr. Leonard Saltysiak, Optometrist
2045 York Road
Timonium, Maryland 29093

Student Activity Books

Glavach, Matt J., Stoner, Donovan. Puzzles and Patterns. Austin, Texas: Steck-Vaughn Company, 1970.

Glogau, Lillian, Krause, Edmund. Let's See. St. Louis, Missouri: American Optometric Association, 1970.

Hoffman, James. Come Play with Me. Birmingham, Michigan: The Instructional Fair, Inc., 1970.

Teacher Preparation

American Mutual Insurance Alliance. *Here's How - Traffic Safety Project Ideas*. Stromberg Allen and Co., 1963.

Anderson, William G. *Learning to Drive*. Reading, Massachusetts: Addison Wesley Publishing Company, 1971.

Ashley, Rosiland Minor. *Successful Techniques for Teaching Elementary Language Arts*. West Nyack, New York: Parker Publishing Company, Inc., 1970.

Baltimore City Public Schools. *Physical Education at the Early Elementary Level*. Baltimore City Bureau of Publications, 1968.

Baltimore County Board of Education. *Elementary School Physical Education*. Towson, Maryland: Baltimore County Board of Education, 1970.

Bloomer, Richard H. *Skill Games to Teach Reading*. Dansville, New York: The Instructor Publications, 1969.

Braley, William T., Konicki, Geraldine, Leedy, Catherine. *Daily Sensormotor Training Activities*. Freeport, L.I., New York: Educational Activities, Inc., 1968.

Bureau of Curriculum Development. *A Guide for Beginning Teachers of Reading.* New York: Board of Education of the City of New York, 1969.

Bureau of Curriculum Development. *Sequential Levels of Reading Skills*. New York: Bureau of Curriculum Development, Board of Education, 1968.

Burke, Margaret B. *Look, Listen and Learn*. New York: Harcourt Brace and Javanovich, 1971.

Chandler, Bessie E. *Early Learning Experiences*. Dansville, New York: The Instructor Publications, Inc., 1970.

Corle, Clyde G. *Building Arithmetic Skills with Games*. Dansville, New York: The Instructor Publications, Inc., 1968.

Cratty, Bryant J. *Movement Behavior and Motor Learning*. Philadelphia: Lea and Febiger, 1967.

Cratty, Bryant J., Martin, Sister Margaret Mary. Perceptual-Motor Efficiency in Children. Philadelphia: Lea and Febiger, 1969.

Crescimbeni, Joseph. Arithmetic Enrichment Activities for Elementary School Children. West Nyack, New York: Parker Publishing Company, Inc., 1965.

Cunningham, Jean, Kirchner, Glenn, Warrell, Eileen. Introduction to Movement Education. Dubuque, Iowa: William C. Brown Company Publishers, 1970.

Egstrom, Glen, Latchlaw, Marjorie. Human Movements. Englewood Cliffs, New Jersey: Prentice Hall, 1969.

Farina, Albert M., Furth, Sol H., Smith, Joseph M. Growth Through Play. New Jersey: Prentice Hall, Inc., 1959.

Gerhard, Muriel. Effective Teaching Strategies with Behavioral Outcome Approach. West Nyack, New York: Parker Publishing Company, Inc., 1971.

Getman, G. N., Halgren, Marvin R., Kane, Elmer R., McKee, Gordon W. Developing Reading Readiness. New York: Webster Division, McGraw Hill Book Co., 1968.

Hall, Mary Yates. Rescue. Stevensville, Michigan: Educational Service, Inc., 1969.

Hall, Mary Yates. Simple Science Experiences. Dansville, New York: The Instructor Publications, Inc., 1968.

Holt, John. How Children Learn. New York City: Pitman Publishing Company, 1967.

Hopkins, Lee Bennett, Shapiro, Annette Frank. Creative Activities for the Gifted Child. Palo Alto, California: Fearson Publishers, 1969.

Hutson, Natalie B. Stage. Stevensville, Michigan: Educational Service, Inc., 1968.

Karp, Etta E., Russell, David H. Reading Aids Through the Grades. Columbia University, Teacher's College Press, 1969.

Krumboltz, John D., Krumboltz, Helen B. Changing Children's Behavior. Englewood Cliffs, New Jersey: Prentice Hall, 1972.

Latchlaw, Marjorie. A Pocket Guide of Movement Activities for the Elementary School. Englewood Cliffs, New Jersey: 1970.

Lewis, James, Jr. Administering the Individualized Program. West Nyack, New York: Parker Publishing Co., Inc., 1971.

Maryland State Department of Education. Guide for the Selection and Training of School Bus Drivers in Maryland. Baltimore: "Maryland School Bulletin", Maryland State Department of Education, 1961.

McGuire, Mabelle B. Finger and Action Rhymes. Dansville, New York: The Instructor Publications, Inc., 1966.

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